



**THE PROCESS OF USING INSTAGRAM IN LEARNING WRITING
DESCRIPTIVE TEXT AT FIRST GRADE SMA NEGERI 1 TANJUNG
BALAI**

A SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera Medan as a Partial Fullfilment of the
Requirements for the Degree of Sarjana Pendidikan*

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
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ABSTRACT

Laisya Tanzila. 0304161007. The Process of Using Instagram in Learning Writing Descriptive Text. A Skripsi. 2020. Department of English Education. Faculty of Tarbiya and Teachers Training. State Islamic University of North Sumatera. Medan. Advisor I Prof. Dr. Didik Santoso, M.Pd., Advisor II Drs. Achmad Ramadhan, M.A.

Keywords: *The Process of Using Instagram, Writing, Descriptive Text.*

Descriptive text is a text that describe an object like things, human, animals ect., which include identification and description. The purpose of this research is to describe the process of using instagram in learning writing descriptive text.. The method in this study used descriptive qualitative research design of which technique of collecting data are observation, interview and documentation. The subject was student of first grade in SMA N 1 Tanjung Balai This research applied the task of writing descriptive text to subject in three different topics. The interview to subject was conducted after analyzing her descriptive text writing in order the process of using instagram in learning writing descriptive text. The results of this research: show that there are three findings about the process of using instagram in learning writing descriptive text: (a) opening activities process, (b) implementing activities process, and (c) closing activities process. But in specifically, there are fourteen findings (1) joining to the class meeting, (2) answering the teacher's greeting, (3) confirming the attendance, and (4) listening teacher's explanation, (5) downloading instagram application, (6) creating instagram account, (7) logging in to instagram account, (8) writing descriptive text in the book, (9) finding the photo, (10) inserting the photo, (11) writing descriptive text in the caption, (12) posting the photo and (13) tagging teacher's instagram account, and (14) taking screenshot of photo.

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Medan, Oct 26th 2020

Laisya Tanzila

TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	iv
LIST OF APPENDIXES	v
CHAPTER I INTRODUCTION.....	1
A. The Background of The Problem	1
B. The Identification of The Problem	2
C. The Limitation of The Problem.....	2
D. The Research Question	3
E. Objective of The Study	3
F. The Significances of The Study	4
CHAPTER II THEORETICAL ORIENTATION	5
A. Process of Using Instagram.....	5
B. Types of Process of Using Instagram.....	6
C. The Occurrence of Using Instagram	8
D. Reason of Using Instagram	8
E. Learning Writing of Descriptive Text.....	9
1. Learning	9
2. Writing	10
F. Descriptive Text	12

CHAPTER III RESEARCH METHODOLOGY	14
A. Research Setting	14
B. Data and Data Source	14
C. Research Method.....	15
D. Technique of Collecting Data	15
1. Observation	15
2. Interview	16
3. Documentation	16
E. Technique of Analyzing Data	17
F. The Trustworthiness of Data	18
CHAPTER IV FINDINGS AND DISCUSSION	20
A. Research Findings	20
B. Discussion	50
CHAPTER V CONCLUSION AND SUGGESTION	52
A. Conclusion	53
B. Suggestion	54
REFERENCES.....	56
APPENDIXES	

LIST OF APPENDIXES

Appendix	Title
I	Observation Guide
II	Field Note
III	Transcript of Interview
IV	Documentation

CHAPTER I

INTRODUCTION

A. The Background of the Problem

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia 37 Of 2018 concerning Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum, it is stated that students are required to be able to write texts by paying attention to social functions, text structure, linguistic elements so that students can understand and express the meaning of the writing interpersonal and transactional.¹

According Curriculum 2013, the objective of learning writing for the senior high school was that the students expected to be able to express meaning in writing of interpersonal and transactional discourse until daily life.

However, the objective about learning writing is not achieve yet. This can be proven by the fact. Based on my teaching experience, the students still have low skill in writing descriptive text. The students got errors in writing sentences at the identification section, like this sentence “The doll is small, fluffy and cute”. From this sentence, it includes to the description. The students write about description in almost all paragraphs.

The problem above occurs by many factors. There are internal factors which include intelligence, attention, talent, interest, motivation, maturity, and readiness. External factors which include family environment, community environment and school environment one of which is the media. Media can

¹ *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 untuk Pendidikan*

influence the writing descriptive text because it will attract the attention of students so students can easily decipher sentences and even paragraphs of descriptive text. There are many medias can be used in learning writing descriptive text such as instagram.

The majority of students enjoy to access instagram which can be used as a media learning for them the way they like. Instagram is not only social media that is used to look for fun, but it can also be used to get useful results, especially in improving students achievement in an affective learning process.² Instagram improve students writing descriptive text because the photo share and upload feature on instagram makes it easy for students to express their ideas which will be formed into description text and written on the photo caption feature. It make students more enthusiastic in writing their descriptive text. Thereforre, the researcher is interested in doing the research with the title *The Process of Using Instagram in Learning Writing Descriptive Text at First Grade in SMA Negeri 1 Tanjung Balai*.

B. The Identification of the Problem

There are some problems can be identified related to the process of using instagram in learning writing descriptive text:

- a. The students still got have difficulty in writing identification.
- b. Some students didn't put the description in writing descriptive text.

² Ega Rima Wati, *Ragam Media Pembelajaran*, (Yogyakarta: Kata Pena, 2016. p. 23)

- c. Some students were not proficient in using instagram features, there are many other problems that can be researched, therefore the researcher would like to limit them.

C. The Limitation of the Problem

Based on the identification of the problem above, there are many factors that influence the students' writing descriptive text including instagram. Instagram can improve the students' writing descriptive text because the students are easy to write descriptive text. It can cause the photo share and upload feature on instagram makes it easy for students to express their ideas and simultaneously, the left and right brain will be activated automatically. Then, the students will form it into descriptive text and written on the photo caption feature. Besides that, it also make students more relaxes and enjoy the learning. Therefore, the researcher only limit on the process of using instagram in learning writing descriptive text.

D. The Research Question

Based on the background of study above, the researcher formulates some question as follows:

1. What process of using instagram does the student do in learning writing descriptive text?
2. How does the process of using instagram in learning writing descriptive text occur?
3. Why does the process of using instagram in learning writing descriptive text do?

E. Objective of the Study

Based on the research question above, the objectives of this research are as follows:

1. To find out the process of using instagram that student does in learning writing descriptive text.
2. To describe the process of using instagram in learning writing descriptive text.
3. To find out the reason of using instagram in learning writing descriptive text.

F. The Significance of the Study

The result of this research is expected to be useful theoretically and practically. Theoretically it is useful to enrich the theory of learning writing. Practically, it is useful for:

1. For the teachers

It is expected to inspire the English teachers to overview this media which can be applied when they will get similar problem in teaching English and the teacher can know the extent to which students understand the use of this media.

2. For the students

It is expected to inspire the students to know the process systematically and they can better master how to use this media.

3. For the next researchers

It is expected whether this research can be used as the source in their findings or inspires them to improve the new findings by this media.

CHAPTER II

THEORETICAL ORIENTATION

In this chapter, the researcher describes some related theories and literature to the problems of this study in order to give relevant knowledge in the field.

A. Process of Using Instagram

Instagram is currently one of the most popular social network sites in the world with over million active users. The focus of instagram is for users to post individual images or videos with a description on their profile, some 70 million images and videos are posted daily.³

The process of using instagram is important thing in instagram application. Before starting learning activities with instagram, there are some steps that teacher must know. Teachers must first create an instagram account. This is a separate account to be used only for interact with students. From the instagram account, we can share the benefits of learning and also post things that can help students in learning writing especially in writing descriptive text. For some students, instagram is usually used to take photos or short videos. They usually takes photo with filter from instagram feature then the photo will be more interesting. Finally, the picture will be posted with some descriptions on description feature.⁴

³R, Kelly, *An Exploration of Instagram to Develop ESL Learner's Writing Proficiency*. Unpublished Master's Dissertation. (British Council: Ulster University, 2015), p. 12

⁴J. Philips, *Using Instagram in an Educational Context*, 2013. 12 March.
<http://www.emergingedtech.com/2013/02/using-instagram-in-an-educational-context/> (2016)

There are several activities of another process of using instagram, that can improve students' abilities in descriptive writing. For example, give a title. One problem students are in writing is difficulty in finding ideas. Instagram can be used as inspiration which can function as appropriate for student writing. Here, the teacher can post interesting photos and ask students to write descriptive information on comment. The photo can help students give ideas about what to write.

The process of using instagram also can create photo inspiration. The teacher can upload interesting photos on his account. After posting pictures, the teacher ask students to give question related to the picture.⁵

In conclusion, the process of using instagram is an activity to create an account then select one photo, write descriptive text, upload and share to the classroom group direct message.

B. Types of Process of Using Instagram

Learning does not always be from books or documents that are text based, students can learn by themselves in different ways including through visual images.⁶ Teachers can use instagram as a supporting media when teaching writing, especially writing descriptive text. Instagram gives students upload and share photos inspiration.

To master the using of instagram more deeply, people must at least know the types of process of using instagram. As stated by Melani, the type of process of using instagram is by using a mobilephone and smartphone. After downloading, it can run the application on the gadget. First, register an account, use an email or if

⁵Cathrine Mette, *Using Twitter in EFL Education*. Jaltcalljournal 5 (2009):p. 41-56

⁶Fitri Handayani. *Instagram as a Teaching Tool? Really?*. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4: 2016), p. 323

you want an easier, you can login using a Facebook account. Click Login with Facebook. When successfully login, complete the profil data. Search the username that you want to find. Click follow if you want to follow another account. If you want to share one photo, click the camera icon and you can share the photo also you can put dscription of the photo in the caption feature. This way will be interesting if teacher use it as a media into learning and teaching process.⁷

The next one is stated by Philips. He stated that type of process of using instagram is by using computer. People can open the instagram website at <https://www.instagram.com/>. Here you can write your username (or you can also email and phone number) and then login. The disadvantage of accessing instagram on browser desktop, you can only see and interact through posts only. You can't share photos, accessing DM instagram, or making instastory.

Furthermore, Philips also stated that the process of using instagram by windows. Open the Windows Store and search for the instagram application, Click GET to download. After completing the instagram PC download, open the application, click Sign In, enter your email address, username, or phone number, then password and press login. You can also log in with your Facebook account.⁸

In other words, the types of Instagram use process come from electronic media which is currently widely used by young people. Students can easily use it because most of them have also used it in everyday life. Therefore, this can be easily applied in student learning especially in learning writing.

⁷ Melani Mandja, *Penggunaan aplikasi instagram dalam upaya meningkatkan motivasi dan hasil belajar siswa kelas VIII di SMP Pantekosta Magelang*, (Yogyakarta: Universitas Sanata Dharma 2016, p. 21)

⁸ J. Philips, *Using Instagram in an Educational Context*, 2013. 12 March.
<http://www.emergingedtech.com/2013/02/using-instagram-in-an-educational-context/> (2016)

C. The Occurrence of Using Instagram

The occurrence of process using instagram in learning writing descriptive text, the first thing to note in this section is topic selection. The trend nowadays is many students post some foods or drink photos on social media and they only give simple information about it. Students can try to compose a descriptive text about the food or drinks photos that they post on instagram using English. Another alternative issue is about travelling. Travelling to some places seems adventurous in adolescence.⁹ It will attract their interest to write the places they visited to share with others on instagram. The next step is pre-writing. They can express their ideas about the interesting topic and photo. Then it can be formed into descriptive text. Then, drafting. When students ready for their text, teachers must guide them on how is the structres of the text. The teacher can make to understand students more about their text and then ready to publish. Next, revising. Studentis now ready to write their text. Finally, sharing the written photo on instagram, students prepared to publish their writing on instagram. The teacher can give feedbacks in column below the caption to make the students write better for the next writing.

D. Reason of Using Instagram

Instagram can be a tool to support learning English because first, it offers a large amount of contextual visual data provide assistance in language class. Second, students can use instagram in class helps to create a socially connected learning community, and that can be a tool provide space for students to communicate and socialize with each other outside class constraints. Third, instagram is a social media that is commonly used by students. Finally, easy

⁹ Melani Mandja, *Penggunaan aplikasi instagram dalam upaya meningkatkan motivasi dan hasil belajar siswa kelas VIII di SMP Pantekosta Magelang*, (Yogyakarta: Universitas Sanata Dharma 2016, p. 36)

access to instagram and availability on most devices becomes an option for use in language classes.¹⁰ In addition, instagram is easy to use and access everywhere and whenever. Instagram can facilitate students in the writing process and it also encourage students to become more productive. It make the writing is easier to share giving opportunities to write outside the classroom, it can link to related text and photo, the process of using is interesting.¹¹

So, the strongest reason for using instagram in student learning, especially descriptive text writing, is that students are familiar with this social media. They have used it in their daily lives, it will greatly facilitate the learning process. Besides that, instagram is also one of the social media that provides many features that can be used by students easily. Among them are short photo and video posts and a description column is available that students can use to place their descriptive text. it can facilitate and provide motivation for students who find it difficult to decipher sentences. Then instagram also provides features like, comment and share. on this feature students can work and people can see and appreciate their work.

E. Learning Writing of Descriptive Text

1. Learning

Learning is a process of acquiring abilites that come from experience.¹² In other definition learning is also a system in which there are various elements that

¹⁰Sebah Ali, *Embracing the Selfie Craze: Exploring the Possible use of Instagram as a Language Learning Tool*. Issue and Trends in Educational Technology. 2(2). 2014, p. 16

¹¹ Melani Mandja, *Penggunaan aplikasi instagram dalam upaya meningkatkan motivasi dan hasil belajar siswa kelas VIII di SMP Pantekosta Magelang*, (Yogyakarta: Universitas Sanata Dharma 2016, p. 38)

¹² Tri Catharina Anni, *Psikologi Belajar*. (Semarang: Unnes Press, 2004,p. 20)

are interrelated to produce behavioral changes.¹³ Meanwhile, learning can be defined as a process carried out by humans to get a variety of competencies, skills, and attitude. These competencies, skills and attitudes are obtained gradually and continuously from infancy to old age through a series of lifelong learning processes.¹⁴

Thus learning can be concluded as a series of activities to form skill, attitudes from experiences.

2. Writing

Talking about writing, the four skills taught, writing is considered the most important skill. It's said so as it helps develop student's critical thinking skills and helps them understand and communicate complicated ideas.¹⁵

Writing is one of the skills in language, besides listening, speaking, and reading, it must controlled by English students. This means students must express their thoughts in writing to develop their ideas, and make readers interested in what they write.¹⁶ Through writing, they can also transfer information and knowledge to otherit means that writing can be said as a mean of communication between the writer and the reader.¹⁷

Allah said in Qur'an in Al-'alaq verse 4-5:

¹³ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta, 2006, p. 16)

¹⁴ CC, ME, Shields, Gredler, Vygotsky's Legacy: *A Foundation for Research and Practice* (NY & London: The Guilford Press, 2008, p.56)

¹⁵ Nurjamal, Daeng, Warta Sumirat, Riadi Darwis. *Terampil Berbahasa*. (Bandung: Alfabeta, 2011, p.69)

¹⁶ Joko Tri Prastiyo, *The Effectiveness of Using Place Based Education (PBE) Strategy on Seventh Grade Students' Achievement in Writing Descriptive Text at SMP Negeri 1 Kalidawir* . English Education Program State Islamic Institute (IAIN) of Tulungagung . (Tulungagung:2018).p. 11

¹⁷ Yuli Tiarina & Yuli Harmenita Reszy, *Teac hing Writing A Description Text by Using Environmental Observation Strategy*. (Padang: State University of Padang, 2013), p. 30

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The meaning : “who was taught (the writing) by the pen. He was taught man that which he knows not.” (Q.S Al-Alaq: 4-5).¹⁸.

From the fourth verse above explained that human can record various knowledge and also wrote their ideas with the pen. While from the fifth verse explained that human came to the world with no knowledge. So that Allah SWT., gave the ability to see with the eye and hear with the ear which can be used to attain knowledge, both religious and other sciences

Other definition of writing is the process of transferring thoughts from mind onto paper to share with readers while readily admitting that composing text to communicate their ideas is tough sledding. Writing can defined as a task its own organizational pattern and format. The organizational pattern and format of writing are dictated by the purpose of the 16 type of writing. Such as writing letter, it is different from essay, reports, or minutes of writing.¹⁹

According to Brown, writing is a thought process, the writing process can be arranged with a plan and also requires many revisions before releasing the results.²⁰ Writing cannot be produced once, it must be followed by a number of steps starting from pre-writing, compile, revise, edit, and release the latest work.

From some of the definitions above, it can be concluded that writing is a process to produce language from thoughts, ideas, feelings, into the paper. So,

¹⁸Muhammad Taqi-ud-Din Al-Hilali, (1998), *Translation of the Meaning of the Noble Quran in the English Language*. Madinah: King Fahd Complex, p. 841

¹⁹Rizka Umami, The Effectiveness of Using Digital Mind Mapping Toward the Students' Achievement in Writing Descriptive Text to The First Grade at MAN 2 Tulungagung in Academic Year 2015/ 2016. (Tulungagung: English Educational Department. Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Tulungagung, 2016),p. 23

²⁰H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (San Francisco: San Francisco State University, 2001, p. 331)

learning writing is a series of activities practicing the ability to express ideas, feelings into paper.

F. Descriptive Text

Description is one type of writing in which the writer describes something in the form of a person or place. Bereton who was adopted from Agustin stated that this was done to provide the main idea of the description and to describe the dominant impression. Descriptive text is one genre of text that must be taught to high school students.

According to Pardiyono, descriptive contains a description of an object, whether animate or inanimate, including humans and animal. The focus of the writing lies in the description of the characteristics of the parts, features, quality or quantity using adjectives.²¹

Hyland informs that the purpose of descriptive picture is to give an account of imagined or factual events and phenomena.²² It is important to note that the writer must. Supply detail in his/her description in order to clear the picture in readers' mind. Through the concrete pictures of something the writer wants to describe the readers find the description more meaningful.²³

Based on the definition of descriptive above, the purpose of a descriptive text is to present the reader with a picture of a person, subject or setting. White stated that there are several aims of descriptive text:²⁴ They are to help the reader to see the objects, persons and sensations, to explain the reader about a subject, to describe something to make the reader interested, to make the author make a

²¹Pradiyono.12 *Writing Clues for Better Writing Competency*.(Yogyakarta: Andi. 2006). p. 165

²²Hyland.*Writing, Brief Edition*, (Texas: Scott, Foresman and Company, 1993),p 148

²³ Hyland, Ken. *Second Language Writing*. (UK: Cambridge UniversityPress, 2003). p. 20

²⁴ Fred. D White, *The Writer's Art*,.....p. 61-62

return of the object that already exists in the form of writings, and to demonstrate something to a reader.

Descriptive text can be concluded as a text that contains a identification and description from an object.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes about research setting, data and data source, research method, technique of collecting data, technique of analyzing data, technique of establishing, and the trustworthiness of data.

A. Research Setting

This research will be conducted to the tenth grade students, especially X IPA class students of SMA N 1 Tanjung Balai. The school is located on Jln. M. T. Haryono, Kelurahan Karya, Kecamatan Tanjung Balai Selatan, Kota Tanjung Balai.

B. Data and Data Source

The data of this research are observation data and doing interview. The research data collected is about the process of using Instagram in writing descriptive text.

There data sources of this research are student and teacher. The data sources from student and teacher which include words, actions, and other things. .

C. Research Method

In this research, the researcher uses descriptive qualitative research, because the research described condition or state of a phenomenon. According to Moloeng, qualitative research is a special tradition in social science fundamentally depends on data collection from the subject of the research.²⁵ Based on the statement, the researcher concluded that in qualitative research.

D. Technique of Collecting Data

Based on the qualitative research, the key instrument is the researcher herself. To collect the research data, the researcher will use observation, interview, and documentation. In collecting the data the researcher used the following procedures:

1. Observation

Observation is a method to watch something as an object seriously and continuously done by the researcher. This technique depends on direct manner. The researcher also will watch object continually, and notes the behaviors and the real events which is happening.²⁶

In this research, the researcher will observe the process of using Inatagram in writing descriptive text to the tenth grade student of SMA N 1 Tanjung Balai. This observation will be held to know how the process of using Instagram in writing descriptive text in the classroom and problems faced by teacher and student.

²⁵ Lexy J. Moelono, *Metodologi Penelitian Kualitatif*. (Bandung: Remaja Rosdakarya, 2002). p.5

²⁶ *Ibid*, p.125-126

2. Interview

Interview is a dialogue done by people with certain purposes Moloeng states that interview is done by two people, each one of them plays role as interviewer who gives questions and the other is as the person who is given the question to answer.²⁷ In this study, the interview will be done by asking systematic questions to the informant related to the study. Of course, the question has been prepared by interviewer before the implementation in the location. This preparation is by arranging the outline of questions systematically. Then, in the location, interviewer can construct the question more to get complete information herself. The researcher will interview the student and the teacher. The interviews are aimed for getting information directly about the materials used and evaluation applied in process learning.

3. Documentation

The researcher will analyze the related documents about the process learning at tenth grade student especially in X IPA class students of SMA N 1 Tanjung Balai. The aim of documentation is to complete information obtained through observation and interview. The function of observation is to know the conditions of the process of using Instagram in writing descriptive text. The informants are the English teacher and the students of X IPA class.

²⁷*Ibid*, p. 186

E. Technique of Analyzing Data

Data are analyzed using several steps, there are analyzing data with three step: data condensation, data display, and data conclusions or verification.²⁸

- 1) **Data Condensation** refers to the selecting process, focusing, simplifying, summation and transforming data. It has meaning a summary, choosing the important thing, search theme and eliminate the not important things. Data is reduced to give clear picture and to make the researcher easier to collect the next data. In this research data is reduced in form of the result of observation in learning process of writing descriptive text at the first grade student. The result of observation must be simplified and then be transformed into note. The analysis of the result of observation data in the class must be in the form that more simple and easy to understand. The result of the data analysis will be explained about the compatibility of learning process of writing.
- 2) **Data Display.** Data display is a form of analysis that describes what happening in the natural setting, so it can help the researcher to drawn a final conclusion. The process of display the data are based on formulation of the research problem. It is about how is the learning process of writing, methods, materials and assessment used by English teacher, and problems are faced by the teacher and students.
- 3) **Conclusion of Data (Verification of data).** Drawing conclusion involves reflecting about the words and acts of the study. The conclusion in

²⁸ Miles, MB, Huberman, AM dan Saldana, J. (2014) *Analisis Data Kualitatif: A Methods Sourcebook*. Sage, London

qualitative research is a new discovery that can be an answer of the research problem. The conclusion is in the form of description of the object of this study. Finally, in this step the researcher can get the result and conclusion of the research. In the last procedure of data analysis, the researcher concluded and verified the transcribed data. The conclusion is the essence of analysis that tells about teaching learning process of writing, to identify how is the learning process of writing, and what methods, materials, assessment do the English teacher and to investigate the problems in teaching learning process of writing faced by the teacher and students.

F. The Trustworthiness of Data

In analyzing the data, the researcher needs to analyze the validity of the data sources to get the valid data. To prove the trustworthiness of the data, the researcher uses triangulation technique. Triangulation technique is the technique of examining the trustworthiness of the data which uses the things outside the data in order to examine the data and to be comparer of the data.²⁹ Maloeng states that there are four kinds of Triangulation. There are source triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation.³⁰ But, the researcher just use two kinds, there are source triangulation and methodological triangulation. The first is data triangulation or source triangulation, in which the researcher uses source in collecting the data to make validity. The second is methodological triangulation, in which the researcher can validate the data by using some techniques in collecting the data. Triangulation

²⁹ Ibid, p. 178

³⁰ Moloeng, Ixey J. *Metode Penelitian Kualitatif*. (Bandung : Rosda. 2004, p. 23)

methods mean that in checking the data validity a problem the researcher has to compare some methods of collecting data (observation, interview, and documentation) in order that the data collection. If there is a difference in the data validation, the researcher has to find and to look for the caudices why the data are different, then researcher have to reconfirm to the subjects and informants of the research.

Based on the definition above, the researcher used source triangulation consisting of observation, interview, and document analysis. In the observation, the researcher got the information based on the process of using Instagram in learning writing descriptive text. In the interview the researcher interviewed the student. In documentation the researcher analyzed document such as: syllabus, field note, material and attendance list of student. After observing the process of using Instagram in learning writing descriptive text, the researcher crosschecked the data by comparing them to the data of the interviews and documentation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In general, there are three findings about the process of using instagram in learning writing descriptive text: (a) opening activities process, (b) implementing activities process, and (c) closing activities process. But in specifically, there are fourteen findings.

There are four findings about opening activities process: (1) joining to the class meeting, (2) answering the teacher's greeting, (3) confirming the attendance, and (4) listening teacher's explanation. There are nine findings about implementing activities process: (1) downloading instagram application, (2) creating instagram account, (3) logging in to instagram account, (4) writing descriptive text in the book, (5) finding the photo, (6) inserting the photo, (7) writing descriptive text in the caption, (8) posting the photo and (9) tagging teacher's instagram account. There is one finding about closing activitiy which is taking screenshot of photo.

1) Joining to the class meeting.

Joining to the class meeting means that an opening activity process done by the student in which she involves in the class by using zoom meeting application. In this finding, the student opened the application in her smartphone by clicking the menu of smartphone's display. This finding can be seen in the following data: *"Pada saat memulai itu kan sebelumnya saya bergabung dulu di*

Zoom Meeting menggunakan smartphone saya". (S1-Int.-Open1-Jcm.). This data means that the student joined to the class meeting in zoom meeting application. She clicked the menu in her smartpnohe's display, she chosen the menu about zoom meeting and then she clicked the application.

The student also got the link of zoom meeting from the teacher before the class meeting was started. In this finding, the student opened her smartphone and she accepted the link from her teacher at group chatting. She clicked the link and automatically she entered to zoom meeting application. This finding can be seen in the following data: "*Sebelumnya sir sudah mengirimkan linknya kak sehari sebelum pembelajaran jadi saya bergabung pake link itu*".(S1-Int.2-Open1-Jcm). This data means that the student entered to zoom meeting application by clicking link that she got from her teacher, she put the code and the password of the meeting so she could accesss the meeting. Then, she activated the microfon and video to commucicate with her teacher and her friends in this application.

After the researcher asked to the student about the reason of joining to the class meeting, the researcher got the finding about it. This finding can be seen in the following data: "*Karena saya ingin menghadiri kelas bahasa Inggris yang pada hari itu materinya adalah menulis teks deskriptif*". (S1-Int.3-Open1-Jcm). This data means that atthe time the researcher asked the question, the student was seating down in the chair and she hold her smartphon. She sit down at learning room with the researcher. She wagged her leg then she stared at her smartphone. She also was communicating with her teacher at zoom meeting and the weather was sunny.

The first data is supported by the second data. This data can be seen in the following data: *Pada jam 09.58 NH mendapat notifikasi di hpnya untuk melakukan pertemuan pembelajaran di aplikasi Zoom Meeting.* (Obs.1-Open1-Jcm). This data means that the student joined to the class meeting after she got the notification from the teacher to join to zoom meeting application.

The student joined to the class meeting in zoom meeting used the link. This process can be seen in the result of observation data as followings: *NH langsung masuk ke aplikasi menggunakan link yang telah diberikan guru.* (Obs.2-Open1-Jcm). This data means that the student joined to the class meeting in zoom meeting application used the link that she got from the teacher. This process can happen by a reason. The reason of the process can be seen in the result of the interview data as followings: *“Ya karena dia ingin menghadiri kelas bahasa Inggris tersebut kak yang materinya teks deskriptif”.* (S2-Int.-Open1-Jcm). This data means that the student joined to the class meeting because she wanted to attend the class in learning writing descriptive text. It was the reason why the student join to the class meeting.

The second data is supported by the third data. This can be seen in the result of observation data as followings: *Tepat jam 08.00 NH bergabung ke Zoom Meeting menggunakan smartphonenya.* (Obs.3-Open1-Jcm). This data means that the student joined to the class meeting to zoom meeting application in her smartphone.

The student joined to the class meeting in zoom meeting application used the link. The process can be seen in the resul of observation data as followings: *NH langsung masuk ke aplikasi menggunakan link yang telah diberikan guru.*

(Obs.4-Open1-Jcm). This data means that the student joined to the class meeting in to the zoom meeting application used the link that she got from the teacher. This process also can happen by a reason. The reason can be seen in the result of interview data as followings: *“Karena dia pasti ingin menghadiri pertemuan pembelajaran pada saat itu yang materinya teks deskriptif”*.(S3-Int.1-Open1-Jcm). This data means that the student joined to the class meeting in to zoom meeting application because she wanted to get attending the class in learning writing descriptive text. So, it was the reason why the student join to the class meeting.

Based on the data above, the propositions of three data shows that the process of joining to the class meeting, first activity is the student got the link of zoom meeting from the teacher before the class meeting was started, she opened zoom meeting application in her smartphone by clicking the menu of smartphone’s display after that she put the code and the password of zoom meeting, then she automatically accessed the application after she signed in successfully after that she joined to the class meeting to learn at the time.

2) Answering the teacher’s greeting.

Answering teacher’s greeting means that an opening activity process done by the student in which she respond the teacher’s greeting. The student responds the teacher’s greeting in the opening learning process. This data can be seen in the following data: *“Saya langsung menjawab salam dari guru”*. (S1-Int.-Open2-Ag). This data means that the student answered the teacher’s greeting. The student answered teacher’s greeting by saying *“Wassalamu’alaikum”*. This can be seen in the result of observation data as followings: *NH menjawab salam guru*

dengan “*Wassalamu’alaikum*” setelah guru mengatakan “*Assalamu’alaikum*.” (Obs.1-Open2-Ag). This data means that the student answered teacher’s greeting by saying “*Wassalamualaikum*” after the teacher said “*Assalamu’alaikum*”. The student answered the teacher’s greeting because the teacher greeted the student. This can be seen in the result of interview data as followings: “*Karena guru memberi salam kepada kami semua dengan mengucapkan “Assalamualaikum”*.”(S2-Int.-Open2-Ag). As the following data, it means that the student answered the teacher’s greeting because the teacher greeted the student by saing “*Assalamu’alaikum*”. So, it is the reason why the student answer teacher’s greeting.

The first data is supported by the second data. This can be seen in the result of interview data as followings: “*Dia menjawab salam guru dengan “Wassalamu’alaikum dan Good morning too”*.” (S2-Int.2-Open2-Ag). This data means that the student told that she answered the teacher’s greeting by saying “*Wassalamualaikum*” and “*Good morning too*”. The process of answering the teacher’s greeting can be seen in the result of observation data as followings: *NH menjawab salam setelah guru memberikan salam dengan “Assalamu’alaikum” dan “Good morning”*.” (Obs.2-Open2-Ag).

Based on the following data above, the student answered the teacher’s greeting by “*Wassalamualaikum*” and “*Good morning too*” after the teacher greeted her by saying “*Assalamualaikum*” and “*Good morning*”. It can be happened because a reason. This can be seen in the result of interview data as followings: “*Karena guru memberikan salam terlebih dahulu jadi dia menjawab salam itu*.” (S2-Int.3-Open-Ag). This data means that the student answered the

teacher's greeting because the teacher greeted her so she answered the greetings by saying "Wassalamu'alaikum" and "good morning too". So, it can be inferred that the data above is the reason why the student answer the teacher's greeting.

Based on the data above, the proposition of two data shows that process of answering the greetings is the student said "Wassalamu'alaikum" and "Good morning too" to the teacher after the teacher said "Assalamu'alaikum" and "good morning" to the teacher.

3. Confirming the attendance.

Confirming the attendance means that an opening activity process done by the student in which she says "present" to confirm the attendance to the teacher. She said the word when the teacher called her name in checking the attendace list. This data can be seen in the following data: *"Terus saya merespon sewaktu guru memanggil nama saya untuk memeriksa kehadiran". (S1-Int.-Open3-Ca)*. This data means that the student confirmed her attendance to the teacher when the teacher read her name in the attendance list.

The process of this activity was the student just said "present" when the teacher was checking the attendance list. This This data can be seen in the following data: *Pada saat kehadiran NH dicek oleh guru, dia mengatakan "present" sebagai tanda hadir.*(Obs.-Open3-Ca). This data means that the student responded the teacher's greeting by saying "present" as the attending of her. It happened by a reson. This can be seen in the result of observation data as following: *NH mengatakan itu karena guru telah memeriksa kehadirannya dengan memanggil namanya.* (Obs.2-Open3-Ca). This data means that the student

confirmed her attendance because the teacher checked the attending of the student. So, it was the reason why the student confirm her attendance.

The first data is supported by the second data. This can be seen in the result of the observation data as followings: *Lalu NH mengkonfirmasi kehadirannya.* (Obs.3-Open3-Ca). This data means that the student confirmed her attendance to the teacher. After the teacher checked the list of student's name, the teacher call her name and she confirmed her attendance by saying "present" to the teacher. This process can be seen in the result of observation data as following: *NH mengkonfirmasi kehadirannya setelah guru memanggil namanya di daftar kehadiran.* (Obs.4-Open3-Ca). From the data above, the student confirmed her attendance by saying "present" to the teacher and it can be inferred the process of confirming the attendance list. It happened because a reason. The reason can be seen in the result of interview data as followings: *"Karena guru mengecek kehadiran kami kak dengan memanggil nama kami satu persatu".* (S1-Int.2-Open3-Ca). As following data above, it means that the student confirmed her attendance because the teacher checked her attendance by calling her name.

Based on the data above, the proposition of these data shows that process to confirm the student's attendance. The student confirmed her attendance by saying "present" when the teacher called her name.

4. Listening the teacher's explanation.

Listening the teacher's explanation means that an opening activity process done by the student in which she listens to the teacher about explanation. The explanation is about the material which is descriptive text. This data can be seen in the following data: *"Saya mendengarkan penjelasannya apa yang dijelaskan sir*

tentang teks deskriptif ini". (S1-Int.-Open4-Le). Based on the data above, the student listened to the explanation of the teacher about the descriptive text. The process was the student listened the explanations about the definition, generic structure, and the example of the descriptive text. This can be seen in the following data:

Abis itu saya tahu teks deskriptif ini saya mencaritahu apa aja ciri-cirinya, kerangkanya eh maksud saya generic structure teks ini kak biar lebih paham gitu kan kak.. terus sir kasih kami contoh teks ini, dari situ saya mulai paham untuk menulis teks deskriptif ini. (S1-Int.2-Open4-Le).

Based on the interview data above, the student listening to the teacher's explanation about the descriptive text and the student also answered the question from the teacher. The question was about the determining the identification and the description of the text. This can be seen in the result of interview as follows: "*Oh.. terus saya coba untuk jawab-jawab pertanyaan sir tentang contoh sambung kalimat teks deskriptif mana bagian identification sama descriptionnya*". (S1-Int.3-Open4-Le). This data means that the student also have a reason to do the process. The reason consist of the student wanted to know the explanation about the descriptive text and she also just learned the material at the first time. This can be seen in the following data: "*Karena saya ingin tahu jelas materi tersebut tentang apa dan saya baru pertama kalinya belajar tentang teks deskriptif*". (S1-Int.4-Open4-Le).

The first data is supported by the second data. This can be seen in the following data: *NH mendengarkan guru memberitahukan materi hari itu.* (Obs.-Open4-Le). Based on the data above, it means that the student listened to the teacher's explanation. The explanation was about descriptive text. There is the

process about listening to the teacher's explanation. This can be seen in the result of observation as followings:

NH mendengarkan penjelasan tentang definisi, generic structure dan juga contoh teks deskriptif yang diberikan oleh guru. NH juga menjawab pertanyaan yang diberikan oleh guru tentang menentukan bagian generic structure teks tersebut. (Obs.2-Open4-Le).

From the data above, it means that the student listened to the teacher about the definition, generic structure and the example of the text. The student also answered the question of the teacher. It was about determining the identification and description of the text. So, it can be inferred that the data above was the process. The process also can occur by a reason. The reason can be seen in the following data: *"Karena dia ingin tahu jelas materi tersebut". (S2-Int.-Open4-Le).* This data means that the student listened to the teacher's explanation because she wanted to know material clearly.

From the data above, the proposition of these data shows that the student listened teacher's explanation about the definition, generic structure and the example of descriptive text because she wanted to know about the material clearly.

5. Downloading instagram application.

Downloading instagtam application means that an implementing activity process in which she goes to menu of smartphonr then download instagram application. Instagram application is available in menu of smartphone. This can be seen in the result of interview as follows: *"Diarahkan oleh sir untuk mendownload aplikasinya"* (S1-Int.-Imp.-Dia) and the observation data as

following: *Siswa diminta guru untuk mendownload aplikasi instagram di smartphone masing-masing termasuk NH. (Obs.-Imp.-Dia).* Based on the both of the data above, the student downloaded the instagram application in her smartphone. This can happened by the process. The process of downloading the instagram application is supporting by the result of the observation data as followings:

Siswa diminta untuk mendownload aplikasi dengan membuka menu Play store atau pun Apple store. Siswa mengikuti arahan guru tersebut dengan mencari aplikasi instagram di dalam Play store kemudian NH mengklik plihan download. (Obs.2-Imp.-Dia).

As the following observation data above, the process consist of the student opened the play store menu in her smartphone then she searched instagram application, after she founded instagram application, she just downloaded instagram application by clicking the download buttom. This process also have a reason. The reason of downloading the instagram application can be seen in the result of observation data as followings: *Siswa mendownload aplikasi tersebut karena siswa ingin melanjutkan pembelajaran menulis teks deskriptif sesuai dengan arahan yang diberikan oleh guru. (Obs.3-Imp.-Dia).* As the following data above, the reason of downloading the instagram application because the student wanted to continue the learning writing descriptive text using instagram application.

The first data above is supported by the second data. This can be seen in the result of observation data as followings: *Siswa diminta untuk mendownload aplikasi. (Obs.4-Imp.-Dia).* Based on the data above, it means that the student

asked by the teacher to download instagram application. The process of downloading instagram application can be seen in the result of observation data as followings: *Dengan membuka menu Play store atau pun Apple store, lalu mengetik nama aplikasi dan mencarinya, setelah itu siswa diarahkan untuk mengklik download aplikasi tersebut.* (Obs.5-Imp.-Dia). As the following data above, it means that the student downloaded the application in Play store. She opened it then she typed the name of application and found it. After that, she clicked download button. So it can be inferred that it is the process. This process also happens by a reason. The reason can be seen in the result of interview data as followings: *“Karena saya ingin melanjutkan pembelajaran tentang teks deskriptif ini di instagram kak”.* (S1-Int.2-Imp.-Dia). Based on the following data above, it means that the student downloaded the application because the student wanted to continue the learning writing descriptive text in instagram application.

Based on the data above, the propositions of these data shows that process is the student downloaded instagram application by opening Play store then she typed the name of application it because she wanted to continue the learning writing descriptive text in the application.

6. Creating instagram account.

Creating instagram account means that an implementing process activity done by the student in which goes to instagram application to create an instagram application. The instagram account can be gotten by using student's email or handphone number. This can be seen in the result of the interview data as followings: *“Setelah itu saya membuat akun instagram sesuai dengan arahan*

guru saya". (S1-Int.-Imp.2-Cia). Based on the interview data above, the student created an instagram account after she listened the teacher's instructions. In the process of creating an instagram account, the student need the email and username. This can be seen in the result of interview data as followings: "*Saya membuat akun isntagram dengan melengkapi nama lengkap, email dan username*". (S1-Int.2-Imp.2.Cia). Based on the data above, the student started to create an instagram account by completing her full name. After that, she used her email to sign up the account. After signed up the email to the account, she made username for her account. This process can happen because a reason.

The reason of the process of creating an instagram account because the student could continue the learning writing descriptive text. This can be seen in the result of observation data as followings: "*Karena saya ingin mengikuti rangkaian kegiatan pembelajaran teks deskriptive ini ya saya harus membuat akun untuk menulis teks deskriptif saya di instagram nantinya*". (S1-Int.3-Imp.2-Cia). Based on the data above, the student told that she created the instagram account because she could write the descriptive text in her instagram so she must get the account first.

The first data is supported by the second data. This can be seen in the result of observation data as followings: *Kemudian setelah siswa mendwonload aplikasi, siswa langsung membuat akun sesuai instruksi dari guru.* (Obs.-Imp.-2-Cia). Based on the data above, it means the student created the instagram account. The student created an instagram account and she used her email and username. This can be seen in the result of interview data as followings: "*Dia membuat akun dengan menggunakan email setelah itu dia mendapatkan username untuk login ke*

instagram nanti.” (S2-Int.-Imp.2-Cia). Based on the data above, the student used her email to create her instagram account, after she wrote her email, she got the username. It can be inferred that it is the process of creating an instagram account. There is a reason of creating an instagram account. This can be seen in the result of interview data as followings: *“Dia membuat akun karena dia ingin menyelesaikan tugas yang diberikan guru yaitu menulis teks deskriptif di instagram”*. (S3-Int.-Imp.2-Cia). Based on the data above, the student created an instagram account because she wanted to finish her task which was writing descriptive in instagram application.

The second data is supported by the third data. This can be seen in the result of observation data as followings: *Kemudian siswa membuat akun instagram.* (Obs.2-Imp.2-Cia). Based on the data above, it means that the student created an instagram account. The process can be seen in the result of observation data as followings: *NH membuat akun instagram dengan cara mendaftarkan emailnya kemudian dia mendapatkan usernam skun instagramnya.* (Obs.3-Imp.2-Cia). As the following data above, it means that the student used her email to create an instagram account, then she got username for instagram account. So, it is the process of creating instagram account. This process also have a reason. This can be seen in the result of observation data as followings: *“Karena siwa harus menyelesaikan tugas menulis teks deskriptif di instagram, siswa harus membuat akun.”* (S4-Int.-Imp.2-Cia). Based on the data above, it means that the student created an instagram account because she wanted to finish her task which was writing descriptive text in instagram.

From the data above, the proposition of three data shows that the student created an instagram by using her email then she got username for instagram account because she wanted to finish her task which was writing descriptive text in instagram.

7. Logging in to the instagram.

Logging in to instagram account means that an implementing process activity in which the student goes to instagram application to log in to instagram account by using username of instagram account. The first data of this can be seen in the result of interview data as followings: *“Saya login ke instagram”*. (S1-Int.-Imp.-Li). This data means that the student told that she log in to the instagram. But, the student have process to log in to the instagram. First, the student opened the instagram application in her smartphone, after that she type her instagram account’s username, then she clicked the login button. This can be seen in the result of the interview data as followings: *“Caranya saya buka dulu aplikasinya terus saya ketik username saya lalu saya klik tanda login”*. (S1-Int.2-Imp.-Li). As the interview data above, the student told the process of logging in to the instagram application

As the process happen, it will need a reason why the process happen. This can be seen in the result of observation data as followings: *“Karena saya ingin mengakses instagram pada saat pembelajaran menulis teks deskriptif”*. (S1-Int.3-Imp.-Li) Based on the following data above, the student told that she logged in her username to the instagram because she wanted to access the instagram application

at the learning writing descriptive text. So, it was the reason why the process happen.

The first data is supported by the second data. This can be seen in the result of observation data as followings: *Kemudian NH login ke aplikasi instagram.* (Obs.-Imp.2-Li). Based on the data above, it means that the student logged in to instagram. The student used her username to log in instagram account. This can be seen in the result of interview data as followings: *“Pertama dia buka aplikasi instagramnya, lalu dia masukkan username akunnya lalu mengklik tombol login”.* (S2-Int.-Imp.-Li). Based on the data above, it means the student used her username to log in instagram. She opened the application then she typed her username and she clicked log in button. It can be inferred that it is the process of logging in instagram. The reason of this can be seen in the result of interview as followings: *“Karena dia ingin mengakses instagram untuk pembelajaran menulis teks deskriptif”.* (S2-Int.2-Imp.2-Li). Based on the data above, it means that the student logged in to instagram because she wanted to access instagram in learning writing descriptive text.

The second data is supported by the third data. This can be seen in the result of observation data as followings: *Setelah itu NH langsung saja login ke instagram.* (Obs.2-Imp.-Li). Based on the data above, it means that the student logged in to instagram account. The student used her username to log in instagram account. This can be seen in the result of observation data as followings: *Setelah itu, NH login ke akun instagramnya menggunakan username instagramnya.* (Obs.3-Imp.-Li). Based on the data above, it means that the student opened the instagram application, then she typed her username and clicked the button of

login. It can be inferred that it is the process of logging in to instagram account. The reason of this can be seen in the result of interview data as followings: *“Karena dia harus mengakses aplikasi instagram untuk tugas yang diberikan guru nanti kak”*. (S3-Int.-Imp.-Li). Based on the data above, it means that the student logged in to instagram account because she wanted to access instagram application to finish her task.

Based on the data above, the proposition of three data shows that the student logged in to instagram account by using her username because she wanted to access instagram for finish her task.

8. Writing descriptive text in the book.

Writing descriptive text means that an implementing activity process done by the student in which the student writes descriptive text in the book. The student writes the descriptive text in her notebook This can be seen in the result of the interview data as followings: *“Saya lanjut menulis teks deskriptif di buku catatan dulu”*. (S1-Int.-Imp.3-Wdtib). Based on the interview data above, the student told that she wrote the descriptive text in her note book. There were some process in writing descriptive text that student did. First, the student determined the title for her descriptive text. This can be seen in the result of interview data as followings: *“Saya lanjut membuat teks nya saya tentukan dulu apa yang mau saya bahas kak maksud saya judulnya, nah judul teks deskriptif saya itu menara Eifel”*. (S1-Int.2-Imp.3-Wdtib). As the following interview data above, the student told that she determined the title for her descriptive text, and the title was Eifel tower. After that, she wrote the descriptive text based on the generic structure of the text. She

wrote the identification of the text at the first paragraph and she wrote the description of the text at the second and third paragraph. This can be seen in the result of interview data as followings: *“Saya cocokkan sesuai generic structure yang dijelaskan oleh sir, pertama saya tulis dulu identificationnya baru descriptionnya”*. (S1-Int.3-Imp.3-Wdtib). As the following data above, it can be inferred that the student wrote her descriptive text based on generic structure of the text. It also happen based on a reason. This can be seen in the result of interview as followings: *“Karena bagi saya, sebelum saya menuliskan teks tersebut di instagram, teks deskriptif yang saya tulis harus benar dan memang sesuai dengan generic structurenya”*. (S1-Int.4-Imp.3-Wdtib). Based on the interview data above, the student told that she wrote the descriptive text in her note book because she wanted to make sure her descriptive text was correct and it matched the generic structure of the text, there are identification and description.

The first data is supported by the second data. This can be seen in the result of observation data as followings: *NH kemudian membuat teks deskriptifnya dibuku catatannya*. (Obs.-Imp.3-Wdtib). Based on the supported data above, it means that the student wrote her descriptive text in her note book. She wrote descriptive text about her favorite thing. This can be seen in the result of interview data as followings: *“Terus dia menulis teks deskriptif itu tentang benda kesukaannya, dia menulis teks deskriptif tersebut dimulai dari identification lalu descriptionnya.”* (S2-Int.-Imp.-3-Wdtib). Based on the data above, it means that the student wrote the identification first, then she wrote the description of the text in her note book. It can be inferred that it is the process of writing descriptive text in student’s note book. The reason of this process can be

seen in the result of interview data as followings: *“Karena dia ingin memastikan teks deskriptif yang dia tulis itu benar sebelum nantinya dia tuliskan ke instagramnya”*. (S2-Int.2-Imp.3-Wdtib). Based on the data above, it means that the student wrote her descriptive text in note book because she wanted to make sure the descriptive text was correct before she wrote it in instagram application.

The second data is supported by the third data. This can be seen in the result of observation data as followings: *Kemudian, siswa menuliskan teks deskriptif ke buku catatannya sebelum menuliskannya ke instagram*. (Obs.2-Imp.3-Wdtib). Based on the data above, it means that the student wrote the descriptive text in her note book. She wrote the identification and the description of the text in the book. this can be seen in the result of observation data as followings: *“Siswa menulis teks tersebut sesuai dengan generic structurenya, yaitu yang pertama identification dan yang kedua dia menuliskan descriptionnya.”* (Obs.3-Imp.3-Wdtib). Based on the data above, the student wrote the descriptive text based on the generic structure. First, the student wrote the identification of the text and next she wrote the description of the text. It can be inferred that it is the process of writing the descriptive text in student’s book. This process also have a reason. The reason of this process can be seen in the result of interview data as followings: *“Karena dia ingin teks deskriptif yang dituliskan nanti di instagram benar dan jelas”*. (S3-Int.-Imp.3-Wdtib). Based on the data above, it means that the student wrote the descriptive text in the book because she wanted to write correct descriptive text.

Based on the data above, the proposition of three data shows that the process of writing descriptive text in the book by writing the descriptive text in

her note book by writing based on the generic structure of the text because she wanted to make sure the text is correct.

9. Finding the photo.

Finding the photo means that an implementing activity process in which the student searches the photo related to descriptive text. The student can find the photo related her descriptive text at google. The first data can be seen in the result of interview data as followings: *“Saya pake poto kak untuk teks deskriptif yang saya upload nanti di instagram”*. (S1-Int.-Imp.4-Fp). Based on the interview data above, the student found the photo related her descriptive text which was Eifel tower. The student went to Google to find the Eifel tower photo. This can be seen in the result of the interview data as following: *“Saya cari poto di Google dengan mengetik kata menara Eifel kemudian langsung saya download dan saya simpan karena teks deskriptif saya kan tentang menara Eifel”*. (S1-Int.2-Imp.4-Fp). As the following interview data above, the student told that she type “Eifel tower” in Google, then automatically, the photo was found. After that, she downloaded the photo and she saved it to her smartphone’s gallery photo. It is the process of finding the photo. This process also happen based on a reason. This can be seen in the result of interview data as followings: *“Karena teks deskriptif saya kan tentang menara Eifel terus saya cocokkan lah sesuai dengan apa yang saya tuliskan di teks itu”*. (S1-Int.3-Imp.4-Fp). Based on the following data above, the student told that she found the photo because her descriptive text was about Eifel tower and it meant the photo was related to her descriptive text. The supporting data above shows about the reason.

The first data is supported by the second data. This can be seen in the result of observation data as followings: *Kemudian siswa mencari foto yang berhubungan dengan teks deskriptifnya.* (Obs.-Int.4-Imp.4-Fp). Based on the data above, it means that the student found the photo related to the descriptive text. The student found the photo at google. This can be seen in the result of interview data as followings: *“Setahu saya dia mencarinya di google, dia menulis nama foto yang mau dicarinya di google lalu setelah dia menemukannya dia mendownload foto tersebut.”* (S2-Int.-Imp.4-Fp). Based on the data above, the student searched the photo at google. After she found the photo, she downloaded it. So, it can be inferred that it is the process of finding the photo. This process also happened by a reason. The reason of this process can be seen in the result of interview data as followings: *“Karena teks deskriptif yang ditulisnya itu berhubungan dengan foto tersebut, foto itulah nanti yang akan dipost ke instagram kak”.* (S2-Int.2-Imp.4-Fp). As the following data above, the student found the photo because the photo was related to her descriptive text and it will post to the instagram.

The second data also is supported by the third data. This can be seen in the result of interview data as followings: *“Dia mencari foto untuk teks deskriptifnya kak”.* (S3-Int.-Imp.4-Fp). Based on the data above, it means that the student found the photo for her descriptive text. She took the photo from her smartphone's camera. The process of finding the photo can be seen in the result of observation data as followings: *“NH mengambil foto untuk teks deskriptifnya dengan mengambil foto di kamera hpnya, dia membuka kamera lalu memotonya lalu menyimpan foto tersebut”.* (S3-Int.2-Imp.4-Fp).

This process also have a reason. The reason of finding the photo can be seen in the result of interview data as followings: *“Karena foto tersebut berhubungan dengan teks deskriptifnya jadi ya dia ambil foto itu kak”*. (S4-Int.-Imp.4-Fp). This data means that the student took the photo from her smartphone’s camera because the photo was related to her descriptif text.

Based on the data above, the proposition of three data shows that the process of finding the photo the student searched the photo by clicking the menu of google then she typed the name of photo and she downloaded it.

10. Inserting the photo

Inserting the photo to instagram application means that an implementing activity process done by the student in which she goes to instagram application then insert the photo. The photo inserted to instagram account must be related to descriptive text. This can be seen in the result of interview as following: *“Saya masukkan foto menara Eiffel tadi ke instagram”*. (S1-Int.-Imp.5-Ip). Based on the interview data above, it means that student inserted the Eiffel tower photo to her instagram application. The first step, the student opened the instagram application, then she clicked camera menu, she automatically inserted Eiffel tower. This process can be seen in the supporting data as following: *“Saya buka aplikasi instagram, saya masukkan fotonya dengan mengklik menu kamera dan saya pilih foto menara Eiffel yang udah saya simpan tadi kak”*. (S1-Int.2-Imp.5-Ip).

This process also have a reason. The reason can be seen in the supporting interview data as following: *“Karena saya ingin melanjutkan proses selanjutnya yaitu menulis teks deskriptif di instagram dan juga foto tersebut nyambung*

dengan teks saya". (S1-Int.3-Imp.5-Ip). This data means that the student inserted Eifel tower photo to instagram because she wanted to continue the next process and the photo also related to her descriptive text.

The first data is supported by the second data. This can be seen in the result of observation data as followings: *NH menambahkan foto tersebut ke instagram*. (Obs.-Ipm.5-Ip). Based on the data above, it means that the student inserted the photo to her instagram account. She opened instagram application to insert the photo. This can be seen in the result of interview data as followings: *"Dia buka dulu aplikasinya, lalu dia pilih foto yang mau dimasukkan lalu dia klik foto tersebut kak"*. (S2-Int.-Imp.5-Ip). Based on the data above, it means that the student opened instagram then she chosen the photo and she clicked the photo to insert it. It can be inferred that it is the process of inserting the photo. This can happen because a reason. The reason can be seen in the result of interview data as followings: *"Karena dia ingin menyelesaikan tugas dari guru kak"*. (S2-Int.2-Imp.5-Ip). Based on the data above, it means that the student inserted the photo because she wanted to finish her task from the teacher.

The second data above is supported by the third data. This can be seen in the result of interview as followings: *"NH memasukkan foto yang berhubungan teks deskriptifnya ke akun instagramnya."* (Obs.2-Imp.5-Ip).

From the data above, it means that the student inserted photo in to her instagram account. She opened instagram application to inserted the photo for her descriptive text. This can be seen in the following data: *NH membuka aplikasi instagram lalu dia mengklik menu tambahkan foto*. (Obs.3-Imp.5-Ip). From the

data above, it means that the student opened her instagram application to insert the photo. She clicked the menu and insert the photo. It can be inferred that it is the process of inserting the photo to instagram. This process can happen by a reason. The reason can be seen in the following interview data: *“Karena dia ingin menyelesaikan tugas yang diberikan guru”*. From the data above, means that the student inserted the photo to her instagram account because she wanted to finish her task.

Based on the data above the proposition of the data shows that the student inserted the photo by clicking the menu of instagram because she wanted to finish her task that she got from the teacher.

11. Writing the descriptive text in the caption of photo.

Writing the descriptiv in the caption of photo means that an implementing activity process done by the student in which she goes to caption part then write the descriptive text by completing the generic structure of the text. This can be seen in the result of interview data: *“Saya tulis teks deskriptif di kolom caption poto”*. (S1-Int.-Imp.6-Wdtic). Based on the interview data, after the student inserted the photo to the instagram she wrote her descriptive text in the caption of photo feature at the instagram application. First, she wrote the identification and then she wrote the description of her descriptive text. This can be seen in the result of interview as followings: *“Saya langsung mengisi caption dari poto itu dengan teks deskriptif saya yg tadi tentang menara Eiffel, saya menulis identificationnya dulu lalu descriptionnya kak”*. (S1-Int.2-Imp.6-Wdtic). As the following the interview data above, it can be inferred that student wrote her

descriptive text at the caption feature. First, the student wrote the identification then wrote the description of her descriptive text which was about Eifel tower. The student did this because she wanted to complete her task. This can be seen from the result of interview data as followings: *“Ya karena saya ingin melengkapi tugas yang diberikan sir kak, tugasnya kan memang menulis teks deskriptif di caption foto itu kak”*. (S1-Int.3-Imp.6-Wdtic). The data above can be inferred that the student did the process because she wanted to complete the task, if she didn't wrote her descriptive text at the caption, it means that she didn't complete the point of the task.

The first data is supported by the second data. This can be seen in the following interview data: *“Lalu dia menulis teks deskriptif di caption foto instagam”*. (S2-Int.-Imp.6-Wdtic). Based on the data above, it means that the student wrote her descriptive text in the caption of photo. She wrote the identification and the description of the text. The process of writing descriptive in the caption of photo can be seen in the following observation data: *NH menulis teks deskriptif di bagian caption foto instagram, pertama dia menulis bagian identification lalu descriptionnya*. (Obs.-Imp.6-Wdtic). Based on the data above, it means that the student wrote the identification then the description of the text in the caption of photo. There is the reason of this process. This can be seen in the following interview data: *“Karena dia ingin melengkapi tugasnya kan tugas yang diberikan guru menulis teks deskriptif di instagram masing-masing kak.”* (S2-Int.2-Imp.6-Wdtic). Based on the data above, the student wrote her descriptive text in her instagram because she wanted to complete her task.

Based on the data above, the proposition of three data shows that the process of writing descriptive text in the caption photo by clicking the menu of caption then put the description text there by writing the text and she wrote the identification and description of the text.

12. Posting the photo.

Posting the photo means that an implementing activity process done by the student in which she postes the photo in instagram application. So, the student inserts the photo then post it to instagram account. This can be seen in the result of interview as followings: *"Abis itu saya share di akun instagram saya"*. (S1-Int.-Imp.7-Pp). Based on the interview data above, after she wrote her descriptive text in the caption of photo, she shared the photo in her instagram account. This can be seen in the result of observation data as followings: *Kemudian NH mengupload poto bersamaan teks deskriptif yang telah dibuatnya*. (Obs.-Imp.7-Pp). From the data above, the student also have the process of posting the photo. She went to the menu then she click the sign of share in the right up side. This can be seen in the result of observation data as followings: *Dengan cara dia mengklik menu dan mengklik tanda share di bagian kanan atas*. (Obs.2-Imp.7-Pp). From the data above, it can be inferred that she posted the photo in simple way. She just clicked the share menu in righ up side instagram. The student did it because a reason. The reason can be seen in the result of interview data as followings: *"Karena saya harus mempunyai bukti telah menyelesaikan tugas saya kak jadi saya harus memposting poto tersebut"*. (S1-Int.2-Imp.7-Pp). From the interview data above, the student told that she must have a proof. The proof can be used for

the completing her task. So, it can be inferred that student posted the photo for finishing her task which was about descriptive text.

The first data is supported by the second data. This can be seen in the following interview data: *NH langsung saja memposting foto beserta teks deskriptif yang sudah dia tuliskan.* (Obs.3-Imp.7-Pp). Based on the data above, it means that the student posted the photo to her instagram account. She clicked the button of posting. This can be seen in the following interview data: *“Dia memposting foto dengan cara mengklik menu posting foto lalu foto tersebut akan terposting kak”.* (S2-Int.-Imp.7-Pp). From the data above, it means that the student clicked the menu of posting photo and she posted the photo. It can be inferred that it is the process of the posting of photo. The reason of posting the photo can be seen in the following interview data: *“Karena foto tersebut adalah bukti kak kalo dia udah menyelesaikan tugasnya.”* (S2-Int.2-Imp.7-Pp). Based on the data above, it means that the student posted the photo because it can be proof of completing her task.

The second data is supported by the third data. This can be seen in the following observation data: *NH memposting foto yang sudah dia cari dan tulis teks deskriptifnya.* (Obs.4-Imp.7-Pp). From the data above, it means that the student posted the photo in her instagram account. She posted the photo by clicking the menu of posting in the instagram. This can be seen in the following interview data: *“Dia memposting foto itu dengan cara membuka aplikasi, lalu memasukkan foto kemudian mengklik menu posting di instagram.”* (S3-Int.-Imp.Pp). From the data above, it means that the student opened instagram then insert the photo and she clicked the posting button in the menu of instagram. It

can be inferred that it is the process of posting the photo. The reason of this process can be seen in the following interview data: *“Dia memposting foto tersebut karena pasti ingin menyelesaikan tugas yang diberikan guru.”* (S3-Int.2-Imp.7-Pp). From the data above, it means that the student posted the photo because she wanted to finish her task from the teacher.

Based on the data above, the proposition of three data shows the student posted the photo by clicking the menu of posting in instagram and she clicked the menu after she inserted the photo to instagram.

13. Tagging teacher's instagram account.

Tagging teacher's instagram account means that an implementing activity process done by the student in which she goes to menu then click the tagging menu in the photo posted. This can be seen in the result of interview data as followings: *“Saya tag langsung akun instagram guru saya di foto itu kak”*. (S1-Int.-Imp.8-Tia). From the interview data above, the student tagged her teacher's instagram account in her photo. This also can be seen in the supporting observation data as followings: *Dia menandai foto tersebut dengan akun instagram gurunya.* (Obs.-Imp.8-Tia). Based on the data above, it can be inferred that student tagged her teacher's instagram account in her photo posted. The teacher clicked the photo and then she typed the name of teacher's instagram account after that she found it. This can be seen in the result of interview data as followings: *“Saya ke menu tandai lalu saya cari nama instagram guru saya dengan cara mengetiknya, lalu saya menemukannya”*. (S1-Int.2-Imp.8-Tia). Based on the data above, it can be inferred that the process of tagging teacher's

instagram account to her photo. This also can be accounted because a reason. This can be seen in the result of interview data as followings: *“Karena guru saya bisa melihat tugas yang saya kerjakan kak”*. (S1-Int.3-Imp.8-Tia). Based on the data above, the student told that she wanted the teacher to see the result of her task. So, it can be inferred that the reason was because the teacher would see the task if she tagged her teacher in her photo.

The first data is supported by the second data. This can be seen in the following interview data: *“Ya dia menandai akun instagran sir pada foto yang sudah di post nya.”* (S2-Int.-Imp.8-Tia). From the data above, it means that the student tagged teacher’s instagram account to the photo. The student clicked the menu of photo then she tagged to her teacher’s instagram account. This can be seen in the following observation data: *NH mengklik menu edit foto, lalu dia menuliskan nama dari akun instagram gurunya dan menandainya.* (Obs.2-Imp.8-Tia). From the data above, it means that the student clicked edit menu then she tagged her teacher’s instagram account. It can be inferred that it is the process of tagging photo in teacher’s instagram account. The reason of this process can be seen in the following interview data: *“Karena dia ingin guru melihat tugasnya.”* (S2-Int.2-Imp.8-Tia). From the data above, it means that the student tagged the photo to her teacher’s instagram account because she wanted teacher to see her task.

Based on the data above, the proposition of three data shows that the student tagged the photo to teacher’s instagram account by clicking the menu of edit photo then the student typed the name of teacher’s instagram account after

she found it she clicked it then teacher's instagram account automatically was tagged in the photo.

14. Taking screenshot of photo.

Taking screenshot of photo means that an implementing activity process done by the student in which she takes screenshot of photo posted by clicking the menu of screenshot in her smartphone then she got the screenshot. This can be seen in the following interview data: "*Saya mengambil screenshot photo yang saya posting di instagram tadi.*" (S1-Int.-Close-Ts). Based on the data above, it means that the student took screenshot of photo posting in instagram. She clicked the menu of smartphone. This can be seen in the following data insterview: "*Saya mengklik menu dari hp lalu saya klik screenshot untuk mengambil screenshot poto.*" (S1-Int.2-Close-Ts). Based on the data above, it means that the student clicked menu in her smartphone the she clicked screenshot butto to take the screenshot photo. It can be inferred that it is the process of taking screenshot photo. The reason of this process can be seen in the following interview data: "*Karena saya ingin menjadikan screenshot tersebut sebagai bukti sudah menyelesaikan tugas kak*". (S1-Int.3-Close-Ts). Based on the following data above, it means that the student took the screenshot of photo because the photo can be shared to teacher as proof completing the task.

The first data is supported by the second data. This can be seen in the following observation data: *NH mengambil screenshot poto yang dipost di intagramnya.* (Obs.-Close-Ts). Based on the data above, it means that the student took the screenshot of photo in the posting photo. She clicked the menu in her

smartphone. This also can be seen in the interview data: *“Dia mengambil screenshot poto tersebut dengan cara mengklik menu dari hpnya.”* (S2-Int.-Close-Ts). From the data above, it means that the student clicked the menu in her smartphone then she got the screenshot of photo. It can be inferred that it is the process of taking the screenshot of photo. The reason of this process can be seen in the following interview data: *“Dia mengambil screeshot poto tersebut untuk bukti yang akan dikirim kan ke guru sebagai tanda sudah menyelesaikan tugas tersebut.”* (S2-Int.2-Close-Ts). From the data above, it means that the student took the screenshot pgoto because she wanted to send it to her teacher as completing her task.

The second data is supported by the third data. This can be seen in the following observation data: *Kemudian NH mengambil screenshot poto dari poto yang sudah dipost nya.* (Obs.2-Close-Ts). From the data above, it means that the student took the screenshot of posting photo. She clicked the menu in her smartphone then she got the screenshot. This can be seen in the following observation data:

NH mengklik menu dari hpnya lalu dia mengklik menu screenshot. Dia mengambil screenshot tersebut karena dia ingin mengirimkan screenshot poto tersebut ke gurunya sebagai tanda dia sudah menyelesaikan tugas tersebut. (Obs.3-Close-Ts).

Based on the data above, it means that the student clicked the menu in her smartphone, then she clicked screenshot button. So, it can be inferred that it is the process of taking screenshot photo. The student took the screenshot photo because she wanted to send the screenshot to her teacher as completing her task.

Based on the data above, the proposition of these data shows that the student takes the screenshot of photo by clicking the menu of her smartphon on the right top then she clicked it after she gets the screenshot of the photo she saves the screenshot and she sends it to her teacher as proof of finishing the task.

B. Discussion

There are fourteen findings of this research: (1) joining to the class meeting, (2) answering the teacher's greeting, (3) confirming the attendance, (4) listening teacher's explanation, (5) downloading instagram application, (6) creating an instagram account, (7) logging in to instagram account, (8) writing the descriptive text in the book, (9) finding the photo, (10) inserting the photo, (11) writing descriptive text in the caption of photo, (12) posting the photo, (13) tagging teacher' instagram account in the photo, and (14) taking screenshot of photo.

As stated Listiani, instagram is an interesting application among the public especially for their communication needs. In addition, instagram has supporting features that can be used as a media fo the learning process especially in learning writing. Instagram features that support the learning writing process is photo/video sharing. Instagram users can take photo/video using the application or use photo/video that are on the user's camera album. In addition, users can add a caption in the form of a word, sentence, or text in the photo/video. It can be wriiten about information about the photo/video. In other words, instagram can increase students' creativity in learning to write, especially describing something

like writing descriptive text.³¹ Dealing the theory, the researcher found that. The finding are finding/taking the photo and writing descriptive text in the caption of photo. The student did it in the process of using instagram in writing descriptive text. The student found the photo of descriptive text then the student wrote the descriptive text related to the photo in the caption feature.

According to Constine, instagram has features that provide benefit to learning. These features such as uploading photos and writing the photo information in the photo caption. In this case, the learning process will be more creative if the EFL students have an account. Students can create an account and access it in the learning process. That way, they can post a photo of their choice and write about the photo's information.³² Dealing the theory, the researcher found that. That is creating an account to access the instagram in learning. In the researcher, the research found that the student created an instagram account to access it during the learning writing especially descriptive text. The student did the activity before she started to write in instagram.

³¹ G. Listiani, *The Effectiveness of Instagram writing compared to teacher centered writing to teach descriptive text to students with high and low motivation*. (Journal of English Language Teaching: 2016, p. 5)

³² J., Constine, *Instagram's new "explore" brings the future of photo discovery into focus*. (2012: p. 9)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it can be concluded in the following:

1. The process of using instagram in learning writing descriptive text done by the student occurs in fourteen process: (1) joining to the class meeting, (2) answering the teacher's greeting, (3) confirming the attendance, and (4) listening teacher's explanation, (5) downloading instagram application, (6) creating instagram account, (7) logging in to instagram account, (8) writing descriptive text in the book, (9) finding the photo, (10) inserting the photo, (11) writing descriptive text in the caption, (12) posting the photo, (13) tagging teacher's instagram account, and (14) taking screenshot of photo.
2. The process of using instagram in learning writing descriptive text done by the student are first the student joins to attend the learning meeting by using link of zoom meeting application, after that the student answers teacher's greeting when the teachers greets the student, then the student confirms her attendance by saying "present" to the teacher, after that the student listens all of the explanations of the teacher during the teacher explains about the material then the student downloads instagram application in her smartphone as media and to continue the learning writing descriptive text after that the student creates an instagram account by using her email so the student gets username of instagram then the

student log in to instagram to access it, after that the student writes her descriptive text in her book by writing the identification and the description of the text, the student searches the photo related of the text in the google after that the student inserts the photo to instagram account, after that the student writes the descriptive text in the caption of photo instagram by writing identification and description of the text, then the student posts the photo and the descriptive text in her instagram account by clicking the posting menu, after that the student tags her teacher's instagam account in the photo and she takes the screenshot of the photo because it becomes proof as finishing the task.

3. The process of using instagram in learning writing descriptive text done by the student occurs because she wants to know more the material which is descriptive text and every steps of the process she does to finish her writing descriptive text in instagram application.

B. Suggestion

Based on the conclusions above, there are some suggestions that researcher wants to give as followings:

For English teacher, the researcher suggests to the teacher should improve student's writing ability by using medias always that can make student more anthusiast so the student can put more ideas and information in writing process.

For the student, especially student at first grade in SMA N 1 Tanjung Balai, the researcher suggests to always practice English especially in writing

descriptive text by using some medias or application to make easier the learning process.

For other researchers, the researcher suggests to do another research about learning writing especially descriptive text by using another meadias, method research and theory to get more another accurate findings.

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APPENDIXES

Appendix I

PEDOMAN OBSERVASI

A. Tujuan:

Untuk memperoleh informasi dan data mengenai proses penggunaan instagram dalam pembelajaran menulis teks deskriptif siswa kelas X SMA Negeri 1 Tanjung Balai.

B. Aspek yang diamati:

1. Proses pembukaan pelajaran dalam menulis teks deskriptif dengan menggunakan instagram.
2. Proses pelaksanaan pelajaran dalam menulis teks deskriptif dengan menggunakan instagram.
3. Proses pengembangan materi pembelajaran tersebut.
4. Proses penggunaan media instagram dalam menulis teks deskriptif.
5. Proses evaluasi pembelajaran materi tersebut.
6. Proses penutupan pembelajaran.

C. Metode

Metode yang digunakan dalam proses penelitian adalah peneliti langsung terjun ke lapangan guna mengamati proses pembelajaran namun berhubung sekolah memberlakukan belajar secara daring maka peneliti juga melakukan pengamatan secara daring. Data yang diperoleh akan dijadikan sebagai bentuk hasil penelitian.

PEDOMAN WAWANCARA

A. Tujuan:

Wawancara dilakukan untuk mengetahui bagaimana proses penggunaan instagram yang dilakukan oleh siswa kelas X SMA Negeri 1 Tanjung Balai dalam pembelajaran menulis teks deskriptif.

B. Pertanyaan panduan:

Siswa kelas X SMA N 1 Tanjung Balai

C. Pertanyaan Penelitian:

1. Apa yang kamu lakukan saat memulai menggunakan instagram untuk belajar menulis teks deskriptif?
2. Apa yang kamu lakukan saat menggunakan instagram dalam belajar menulis teks deskriptif?
3. Apa yang kamu lakukan saat mempelajari materi menulis teks deskriptif?
4. Apa yang kamu lakukan saat menggunakan media lain dalam mengoperasikan instagram?
5. Apa yang kamu lakukan saat mengakhiri penggunaan instagram dalam menulis tesdeskriptif?

PEDOMAN WAWANCARA

A. Tujuan:

Wawancara ini dilakukan untuk mengetahui dan menguatkan pernyataan yang berasal dari key informant mengenai proses yang dilakukan dalam menggunakan instagram pada pembelajaran menulis teks deskriptif.

B. Pertanyaan panduan:

Guru/Siswa

C. Pertanyaan Penelitian:

1. Apa yang beliau lakukan saat memulai menggunakan instagram untuk belajar menulis teks deskriptif?
2. Apa yang beliau lakukan saat menggunakan instagram dalam belajar menulis teks deskriptif?
3. Apa yang beliau lakukan saat mempelajari materi menulis teks deskriptif?
4. Apa yang beliau lakukan saat menggunakan media lain dalam mengoperasikan instagram?
5. Apa yang beliau lakukan saat mengakhiri penggunaan instagram dalam menulis teks deskriptif?

PEDOMAN DOKUMENTASI

A. Tujuan:

Dokumentasi dilakukan untuk mengetahui sumber informan yang berkaitan dengan proses penggunaan instagram dalam pembelajaran menulis teks deskriptif.

B. Pembatasan:

Beberapa hal yang dijadikan sebagai bahan dokumentasi adalah foto-foto dokumentasi yang diperoleh oleh peneliti pada saat melakukan penelitian seperti foto proses kegiatan belajar mengajar berlangsung di kelas X SMA Negeri 1 Tanjung Balai.

Appendix II

CATATAN LAPANGAN (*FIELD NOTE*)

Tanggal	Kamis, 24 September 2020
Waktu	08.00-09.00 WIB
Kelas	X IPA-1
Subject Penelitian	NH

HASIL OBSERVASI I

Deskripsi	Catatan Pinggir	Catatan Refleksi
<p>Pada jam 07.45 NH bergabung ke aplikasi <i>Zoom Meeting</i>. Sebelumnya, link aplikasi tersebut sudah diberikan guru sehari sebelum pertemuan pembelajaran. NH bergabung ke pertemuan kelas karena dia ingin menghadiri kelas bahasa Inggris yang pada hari itu materinya adalah menulis teks deskriptif. NH dan teman-teman yang lain menunggu guru untuk bergabung. Tepat pada jam 08.00 guru bergabung. NH menjawab salam guru dengan “Wassalamu’alaikum dan Good morning too” karena NH mendengarkan guru mengucapkan salam dengan menyebutkan “Assalamualaikum dan Good</p>	<p>NH bergabung ke aplikasi <i>Zoom Meeting</i>. Guru bergabung ke <i>Zoom Meeting</i>. NH menjawab salam dari guru.</p> <p>Kehadiran siswa diperiksa. NH mendengarkan penjelasan guru.</p> <p>Siswa diminta guru mendownload</p>	<p>NH terlihat sedang berfikir saat mencari jawaban pertanyaan guru.</p>

<p>morning”. Setelah itu NH mengatakan “present” sebagai tanda hadir. Dia mengatakan itu karena guru telah memeriksa kehadirannya dengan memanggil namanya.</p> <p>NH mendengarkan guru memberitahukan materi hari itu. Materi tersebut adalah tentang <i>Descriptive Text</i> dan medianya adalah aplikasi instagram. NH mendengarkan penjelasan tentang definisi, generic structure dan juga contoh teks deskriptif yang diberikan oleh guru. NH juga menjawab pertanyaan yang diberikan oleh guru tentang menentukan bagian generic structure teks tersebut. Siswa diminta guru untuk mendownload aplikasi instagram di smartphone masing-masing termasuk NH. Siswa diminta untuk mendownload aplikasi dengan membuka menu <i>Play store</i> atau pun <i>Apple store</i>. Siswa mengikuti arahan guru tersebut dengan mencari aplikasi instagram di dalam <i>Play store</i></p>	<p>aplikasi instagram di smartphone. NH sudah mendownload aplikasi instagram. NH membuka aplikasi. NH bertanya langkah selanjutnya kepada guru. NH diminta untuk mendaftar akun. NH login ke akun menggunakan username. NH mendengarkan penjelasan guru. NH menuliskan penjelasan guru di buku. NH mengamati contoh yang diberikan guru. Siswa diberikan pertanyaan. NH menjawab pertanyaan. NH</p>	
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<p>kemudian NH mengklik pilihan download. Siswa mendownload aplikasi tersebut karena siswa ingin melanjutkan pembelajaran menulis teks deskriptif sesuai dengan arahan yang diberikan oleh guru. Namun, pada saat itu, NH terlihat sedang membuka aplikasi lain lalu membuka aplikasi instagram. Setelah itu dia bertanya kepada guru apa langkah selanjutnya. Dia diarahkan oleh guru untuk mendaftar akun dengan menggunakan email lalu login ke aplikasinya. Tetapi, dia memberitahu kepada gurunya bahwa dia sudah mempunyai akun kemudian dia langsung saja login menggunakan email/username yang dia punya.</p> <p>Pada saat penjelasan materi, NH dan siswa lainnya mendengarkan materi yang disampaikan oleh guru. Penjelasan yang didengarkan oleh NH adalah mengenai definisi, tujuan dan <i>generic structure</i> dari teks deskriptif. Pada saat mendengar penjelasan, NH menuliskan penjelasan tersebut ke</p>	<p>menulis teks deskriptif dibukunya. NH mencari foto berkaitan dengan teksnya. NH membuka aplikasi instagram. NH mengupload foto beserta teks deskriptif. NH menandai foto ke akun instagram guru. NH mengambil foto screenshot. NH mengirimkan foto screenshot ke grup kelas.</p>	
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<p>bukunya. Kemudian, NH mengamati contoh teks deskriptif mengenai “Tajj Mahal” yang diberikan oleh guru. NH dan siswa lainnya ditanya oleh guru tentang bagian-bagian dari <i>generic structure</i> teks tersebut. NH terlihat sedang berfikir dan memahami untuk mencari jawaban dari pertanyaan tersebut. Kemudian dia menjawab <i>identification</i> dari teks tersebut.</p> <p>Setelah itu, NH dan siswa lainnya diminta untuk membuat teks deskriptif mengenai tempat wisata. NH membuatnya di bukunya dahulu. NH terlihat sedang berfikir ketika sedang menuliskan teks deskriptifnya. Setelah membuat teks tersebut, dia diarahkan oleh guru untuk mencari foto yang sesuai dengan teks deskriptifnya. Setelah itu, dia membuka aplikasi instagram dan menuliskan teks deskriptif tersebut pada kolom caption di aplikasi instagram sesuai arahan gurunya. Tetapi pada saat pengerjaan, NH berhenti sebentar dan mengklik beberapa menu lainnya lalu melanjutkannya. Kemudian NH mengupload foto bersamaan teks deskriptif yang telah dibuatnya dengan cara dia mengklik menu dan mengklik tanda share di bagian kanan</p>		
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atas. Kemudian mendai akun instagram guru dan mengambil screenshot lalu mengirimkannya ke grup chatting kelas sebagai tanda sudah menyelesaikan tugas.		
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CATATAN LAPANGAN (*FIELD NOTE*)

Tanggal	Senin, 28 September 2020
Waktu	10.00-11.00 WIB
Kelas	X IPA-1
Subject Penelitian	NH

HASIL OBSERVASI II

Deskripsi	Catatan Pinggir
<p>Pada jam 09.58 NH mendapat notifikasi di hpnya untuk melakukan pertemuan pembelajaran di aplikasi <i>Zoom Meeting</i>. Notifikasi itu diterima NH dari gurunya. NH langsung masuk ke aplikasi menggunakan link yang telah diberikan guru. Setelah beberapa saat, guru pun bergabung. NH pun menjawab salam dari guru. NH menjawab salam setelah guru memberikan salam dengan “Assalamu’alaikum” dan “Good morning”. Kemudian NH merespon daftar kehadirannya yang diperiksa oleh guru.</p> <p>NH mendengarkan ceramah yang disampaikan oleh gurunya mengenai pengalaman hidup dan dia terlihat sangat merespon itu. Setelah beberapa menit, NH mendengarkan penjelasan guru mengenai materi di pertemuan sebelumnya. NH juga bertanya kepada gurunya mengenai tugas yang telah dibuatnya. Setelah NH mendapatkan jawabannya, dia menuliskan beberapa materi ke buku catatannya. Kemudian, NH mendengar penjelasan guru tentang</p>	<p>NH mendapatkan notifikasi pertemuan pembelajaran. NH bergabung ke <i>Zoom Meeting</i>. Guru bergabung ke <i>Zoom Meeting</i>. NH menjawab salam guru. Kehadiran NH dicek oleh guru. NH mendengarkan penjelasan guru. NH bertanya kepada guru. NH menulis materi ke buku. NH mendengarkan penjelasan guru. NH menulis teks deskriptif dibukunya. NH login ke akun instagram. NH mengambil foto untuk teks deskriptifnya. NH mengupload foto dan teksnya ke instagram. NH menandai foto ke akun</p>

<p>“<i>Descriptive Text</i>” berkaitan dengan benda favorit. NH mendengarkan penjelasan tentang identification dan description dari teks tersebut. Setelah itu, NH diminta oleh guru untuk menulis sebuah teks deskriptif tentang benda favorit. Itu dikarenakan ada beberapa dari mereka yang masih salah dalam membuat teks deskriptif. Setelah itu NH langsung saja menulis teks deskriptifnya. Dia membuatnya di bukunya dahulu. Setelah itu dia mengaktifkan instagram yang sudah didownload di hpnya kemudian dia login ke aplikasi instagram menggunakan username. Setelah itu dia langsung mengambil foto dari benda favoritnya menggunakan hpnya. Setelah itu, dia langsung mengupload foto tersebut beserta teks deskriptifnya yang dituliskan di fitur caption foto instagram. Setelah diupload, dia langsung saja menandai ke akun instagram gurunya dan mengambil foto screenshot sebagai tanda sudah mengerjakan tugas. Setelah itu, dia mengirimkan foto tersebut ke grup kelasnya.</p>	<p>instagram guru. NH mengambil screenshot foto. NH mengirimkan foto screenshot ke grup kelas.</p>
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CATATAN LAPANGAN (*FIELD NOTE*)

Tanggal	Kamis, 1 Oktober 2020
Waktu	08.00-09.00 WIB
Kelas	X IPA-1
Subject Penelitian	NH

HASIL OBSERVASI III

Deskripsi	Catatan Pinggir	Catatan Refleksi
<p>Pada jam 07.30 NH berisap-siap untuk menghadiri pertemuan pembelajaran. Tepat jam 08.00 NH bergabung ke Zoom Meeting menggunakan smartphonanya. Dia bergabung menggunakan link yang diberikan oleh gurunya. Setelah beberapa menit, kemudian gurunya bergabung. Setelah itu, NH menjawab salam dari guru. Lalu NH mengkonfirmasi kehadirannya. NH mengkonfirmasi kehadirannya setelah guru memanggil namanya di daftar kehadiran. NH mendengarkan sedikit ceramah dari gurunya. Kemudian, NH ditanya tentang tugas sebelumnya yang sudah dikerjakan, NH diminta untuk membacakan teks deskriptif miliknya yang sudah diupload di</p>	<p>NH bergabung ke Zoom Meeting. Guru bergabung ke Zoom Meeting. Kehadiran siswa diperiksa guru. NH mendengarkan ceramah singkat. NH ditanya tentang tugas sebelumnya. NH diminta untuk membacakan teksnya. NH mendengarkan penjelasan guru. NH menulis penjelasan ke buku. NH menulis teks deskriptif di buku. NH login ke akun instagram. NH mencari foto untuk teks deskriptifnya. NH mengupload foto</p>	<ul style="list-style-type: none"> - NH bersiap-siap untuk menghadiri pertemuan pembelajaran. - NH terlihat sedang membuka aplikasi lain lalu melanjutkannya.

<p>instagram. Setelah itu guru meminta siswa yang lain untuk membacakan teks deskriptifnya.</p> <p>Setelah guru meminta siswa untuk membacakan teks deskriptif mereka, guru memberikan beberapa penjelasan tentang deskriptif untuk memastikan semua siswa benar-benar paham tentang penulisan teks deskriptif. NH mendengarkan penjelasan dari gurunya dan menuliskannya ke buku catatannya. Setelah mendengarkan penjelasan, guru meminta untuk membuat teks deskriptif tentang hewan dan menuliskannya di instagram. NH kemudian membuat teks deskriptifnya di buku catatannya. Setelah itu, dia membuka aplikasi instagram dan login dengan usernamenya. NH mencari foto yang sesuai dengan judul teks deskriptifnya yaitu kucing. Kemudian, NH mengupload foto dengan menuliskan teks deskriptifnya di instagramnya lalu mempostingnya. Namun, pada saat NH ingin mengposting fotonya, dia terlihat sedang membuka aplikasi lain lalu melanjutkannya. Setelah NH memposting foto, dia menandai</p>	<p>ke instagram. NH menandai foto ke akun instagram guru. NH mengambil foto screenshot. NH mengirimkan foto screenshot ke grup kelas.</p>	
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poto tersebut dengan akun instagram gurunya. Kemudian dia mengambil poto screenshot untuk dikirim ke gurp chating kelas.		
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Kesimpulan:

No	Kelompok	Data
1	Pendahuluan (Jcm), (Ag), (Ca), (Le)	12
2	Mendownload aplikasi instagram (Dia)	2
3	Membuat akun (Cia)	2
4	Login ke instagram (Li)	3
5	Menulis teks deskriptif di buku (Wdtib)	3
6	Mencari poto (Fp)	3
7	Memasukkan poto ke instagram (Ip)	3
8	Menulis teks deskriptif di caption poto (Wdtic)	3
9	Memposting poto (Pp)	3
10	Menandai akun guru di poto (Tia)	3
11	Penutup (Ts)	3

Appendix III

TRANSKIP WAWANCARA

WAWANCARA I

Hari/Tanggal : Kamis, 24 September 2020

Tempat : Rumah

Pewawancara : Laisya Tanzila/Researcher (R)

Informant : NH/Student I

R : “Selamat siang, dek. Saya boleh wawancara bentar ga?”

NH : “Boleh kak”

R : “Kakak mau nanya tentang pembelajaran menulis teks deskriptif dengan aplikasi instagram, nah yang mau kakak tanya pada saat pembelajaran, apa yang kamu lakukan saat memulai menggunakan instagram untuk belajar menulis teks deskriptif?”

NH : “Yang saya lakukan apaya... eee... pada saat memulai itu kan sebelumnya saya bergabung dulu di *Zoom Meeting*, seelumnya sir sudah mengirimkan linknya kak sehari sebelum pembelajaran, kemudian saya menjawab salam terus saya merespon sewaktu guru memanggil nama saya untuk memeriksa kehadiran lalu saya mendengar penjelasan guru kak karena saya ingin tahu jelas materi tersebut tentang apa dan saya baru pertama kalinya belajar tentang teks deskriptif baru ya udah diarahkan oleh sir untuk mendownload aplikasinya, setelah itu saya membuat akun isntagram

dengan melengkapi nama lengkap, email dan username, terus ya saya login ke instagram caranya saya buka dulu aplikasinya terus saya ketik username saya lalu saya klik tanda login.. abis itu saya lanjut menulis teks deskriptif di buku catatan dulu, itu sih kak..”

R : “oke dek, kenapa kamu menjawab salam dari guru?”

NH : “Karena guru memberi salam kepada kami semua dengan mengucapkan “Assalamualaikum” kak”

R : “kenapa kamu mau membuat akun tersebut?”

NH : “karena saya ingin mengikuti rangkaian kegiatan pembelajaran teks deskriptif ini ya saya harus membuat akun untuk menulis teks deskriptif saya di instagram nantinya”

R: “ lalu apa alasan kamu login ke instagram?”

NH : “Alasan saya login ke instagram karena saya ingin mengakses instagram pada saat pembelajaran menulis teks deskriptif”

R : “Selanjutnya apa yang kamu lakukan saat menggunakan instagram dalam belajar menulis teks deskriptif?”

NH : “saya lanjutkan ya kak.. saya lanjut membuat teks deskriptif saya oiya teks deskriptif saya itu tentang menara Eiffel tapi sebelum saya lanjut membuat teks nya saya tentukan dulu apa yang mau saya bahas kak maksud saya judulnya, setelah itu baru saya buat teks nya itu di buku saya dulu dan saya cocokkan sesuai generic structure yang dijelaskan oleh sir,

pertama saya tulis dulu identificationnya baru descriptionnya, abis itu saya langsung mencari foto menara eifel yang pastinya sesuai dengan topik teks deskriptif yang saya buat kan kak.. abis itu saya buka aplikasi instagram, saya masukkan fotonya dengan mengklik menu kamera dan saya pilih foto menara Eifel yang udah saya simpan tadi kak ya udah lanjut saya tulis teks deskriptif di kolom caption foto abis itu saya share dan saya tag langsung akun instagram guru saya di foto itu kak.. emm.. uda gitu ajasih..”

R : “nah dek, alasan kamu memasukkan foto tersebut ke instagram apa?”

NH : “Karena saya ingin melanjutkan proses selanjutnya yaitu menulis teks deskriptif di instagram dan itu juga sesuai arahan dari sir kak”

R : “Oke.. kenapa kamu menulis teks deskriptif di buku catatan dulu?”

NH : “Karena bagi saya, sebelum saya menuliskan teks tersebut di instagram, teks deskriptif yang saya tulis harus benar dan memang sesuai dengan generic structurenya”

R : “kemudian apa alasan kamu memposting foto tersebut?”

NH : “karena saya harus mempunyai bukti telah menyelesaikan tugas saya kak jadi saya harus memposting foto tersebut”

R: “Oiya, bagaimana caranya kamu menuliskan teks deskriptif di instagram?”

NH : “pertama setelah saya masukkan potonya, saya langsung mengisi caption dari foto itu dengan teks deskriptif saya yg tadi tentang menara Eifel, saya menulis identificationnya dulu lalu descriptionnya kak”

R : “jadi, alasan kamu melakukan langkah tersebut apa dek?”

NH : “alasan saya ya karena saya ingin melengkapi tugas yang diberikan sir kak, tugasnya kan memang menulis teks deskriptif di caption foto itu kak”

R : “lalu bagaimana cara kamu menandai akun instagram guru dan alasannya?”

NH : “saya ke menu tandai lalu saya cari nama instagram guru saya dengan cara mengetiknya, lalu saya menemukannya. Karena guru saya bisa melihat tugas yang saya kerjakan kak”

R : “Terus dek, apa yang kamu lakukan saat mempelajari materi menulis teks deskriptif?”

NH : “ Maksudnya waktu saya belajar tentang menulis teks deskriptif itu ya kak?”

R : “Iya dek benar”

NH : “em... saya pahami dulu apa teks deskriptif itu ya... saya mendengarkan penjelasannya apa yang dijelaskan sir tentang teks deskriptif ini abis itu saya tahu teks deskriptif ini saya mencaritahu apa aja ciri-cirinya, kerangkanya eh maksud saya generic structure teks ini kak biar lebih paham gitu kan kak.. terus sir kasih kami contoh teks ini, dari situ saya

mulai paham untuk menulis teks deskriptif ini oh.. terus saya coba untuk jawab-jawab pertanyaan sir tentang contoh sambung kalimat teks deskriptif mana bagian identification sama descriptionnya..”

R : “Oke dek lanjut ya, setelah itu apa yang kamu lakukan saat menggunakan media lain dalam mengoperasikan instagram?”

NH : “media yang cemani ini kak maksudnya?”

R : “ Maksud kakak media yang lain selain instagram, ada kan?”

NH : “Ooh media selain instagram ya kak... saya pake foto kak untuk teks deskriptif yang saya upload nanti di instagram, foto yang nyambung/berkaitan dengan teks deskriptif yang saya buat kak, yang saya lakukan ya.. ya itu sih kak saya cari foto di Google dengan mengetik kata menara Eifel kemudian langsung saya download dan saya simpan karena teks deskriptif saya kan tentang menara Eifel terus saya cocokkan lah sesuai dengan apa yang saya tuliskan di teks itu, gitu lah kak..”

R : “Nah kalau untuk mengakhirinya apa yang kamu lakukan saat mengakhiri penggunaan instagram dalam menulis teks deskriptif?”

NH : “untuk mengakhirinya ya kak... emm... ya... setelah saya udah ambil nih kak foto yang nyambung sama teks saya udah saya cocokkanlah itu kan, abis itu saya share di akun instagram saya terus saya tag nama akun instagram guru saya yaudah abis itu saya screenshot terus saya kasih ke

grup kelas yang sama guru saya itu kak sebagai bukti kalo saya udah ngerjakannya..”

R : “Lalu apa alasan kamu menggunakan aplikasi ini dalam belajar menulis teks deskriptif?”

NH : “Karena aplikasi ini mudah di akses dimana aja kak, apalagi untuk seumuran saya kan instagram ini sangat dipake sehari-hari jadi makin mudah kami memahami prosesnya apalagi cara-caranya simple saya yakin kawan-kawan yang lain pasti jadi tertarik juga karena hasil karya sendiri dipost di akun masing-masing”

R : “Oh gitu.. oke dek kalo gitu terima kasih banyak ya atas waktunya”

NH : “Oke kak samasama”

WAWANCARA II

Hari/Tanggal : Kamis, 24 September 2020

Tempat : Rumah

Interviewer : Laisya Tanzila/Researcher (R)

Informant : Student 2/S(2)

R : “Selamat siang, boleh kakak wawancara sebentar?”

S(2) : “Boleh kak”

R : “Apakah kamu teman dekatnya S(1)?”

S(2) : “Iya kak kami lumayan dekat”

R : “Berarti kamu tahu cara-cara proses belajar dia biasanya?”

S(2) : “Insya Allah saya tahu kak karena kami lumayan dekat”

R : “Kakak mau tanya nih seputar tentang materi menulis teks deskriptif, apakah kamu tahu apa yang dia lakukan pada saat memulai menggunakan instagram untuk belajar menulis teks deskriptif?”

S(2) : “Pada saat memulai itu kan sebelumnya dia bergabung dulu di *Zoom Meeting*, menjawab salam terus guru memeriksa kehadiran lalu dia mendengar penjelasan guru, nah kalo saya tidak salah dia kan udah punya aplikasi instagram kak di hpnya jadi gak mendownload lagi terus dia udah punya akun instagram otomatis dia langsung login kak pakek akun instagramnya itu kan udah punya username sama passwordnya kan,

yaudahlah dia mulai nentuin mulai milih-milih topik yang mau dibuatkannya di teks deskriptifnya kak..”

R : “oiya kenapa dia mengkonfirmasi kehadirannya?”

S(2) : “karena guru mengecek kehadiran kami kak dengan memanggil nama kami satu persatu”

R : “oiya apakah kamu tau mengapa dia bergabung ke kelas pembelajaran pada saat itu?”

S(2) : “ ya karena dia ingin menghadiri kelas bahasa Inggris tersebut kak yang materinya teks deskriptif”

R : “Nah kalau begitu dia langsung login dengan username yang dia udah punya ya?”

S(2) : “Iya..”

R : “Lalu kamu tahu apa yang dia lakukan saat menggunakan instagram dalam belajar menulis teks deskriptif?”

S(2) : “pertama sekali itu kan dia milih topik tu kak untuk buat teksnya, nah dia orangnya itu biasanya sebelum fix dia tulis-tulis dulu di buku, dia tulis di buku kan dirangkai gitu teks nya tentang topik yang dipilihnya barulah dia lanjutkan ke aplikasinya itu kak instagram, tapi potonya juga disiapkan sama dia maksud saya foto yang sesuai sama teks dia itu, terus ya... apa ya dia kayak langsung masukkan foto itu ke instagram baru langsung tulis

teks yang udah dibuatnya itu di caption udah kak di post sama tag instagram guru kami.. baru langsung screenshot untuk jadi bukti”

R : “Oh seperti itu ya.. terus apa yang dia lakukan saat mempelajari materi menulis teks deskriptif?”

S(2) : “pada saat belajar ya kak?”

R : “Iya dek pada saat dia mempelajari menulis teks deskriptif lebih tepatnya”

S(2) : “dia awalnya mendengarkan apa yang dijelaskan oleh guru kami, terus ada nanya-nanya dia kalo ga salah kak eh.. menjawab pertanyaan juga sih.. kalo saya tidak salah dia menjawab pertanyaan sambung kalimat dari contoh teks deskriptif yang dikasih guru kami waktu itu.. abis itu dia menulis di bukunya”

R : “Apa yang dia lakukan saat menggunakan media lain dalam mengoperasikan instagram?”

S(2) : “media lain yang dia gunakan itu setau saya foto, nah foto itu kan yang pasti di upload ke instagram kak sama-sama dengan teks deskriptif nya pasti dia cari foto yang pas sama teks deskriptifnya kak..”

R : “Apa yang dia lakukan saat mengakhiri penggunaan instagram dalam menulis teks deskriptif?”

S(2) : “kalo pas akhir, yang saya tahu dia tu setelah udah masukkan foto, tulis teks deskriptif di caption foto dia langsung share kalo ga salah ya hasilnya

dia screenshot terus itu dijadikan bukti untuk udah ngerjain tugas, dikirim ke grup kelas”

R : “Oke terima kasih ya atas waktunya”

S(2) : “Samasama kak”

WAWANCARA III

Hari/Tanggal : **Jumat, 25 September 2020**

Tempat : **Sekolah**

Pewawancara : **Laisya Tanzila/Researcher (R)**

Informant : **Teacher (T)**

R : “Selamat pagi pak, boleh saya wawancara sebentar?”

T : “Of course, boleh”

R : “Begini pak, saya ingin tanya-tanya mengenai materi penggunaan instagram dalam pembelajaran menulis teks deskriptif”

T : “Hm.. iya iya”

R : “Nah pak, eee.. tetapi saya ingin tanya mengenai seorang siswa S(1), saya ingin tau nih proses dia belajar sewaktu pembelajaran menulis teks deskriptif, boleh kan pak?”

T : “Oh iya si S(1), apa dulu nih yang mau ditanya? Hahaa...”

R : “Sebelumnya saya mau nanya pak, apa yang beliau lakukan saat memulai menggunakan instagram untuk belajar menulis teks deskriptif?”

T : “Saya kan mengarahkan kalo aplikasi instagram nya itu didownload dulu sama aktifkan data seluler supaya bisa diakses, tapi ternyata kebanyakan dari mereka udah punya alikasinya di hpnya termasuk si S(2), dia juga udah punya aplikasi instagram itu di hpnya, setelah itu kan saya suruh

mereka untuk buat akun masing-masing, ada beberapa yang lapor ke saya bahwa mereka udah punya akunnya dan username masing-masing, si S(2) juga udah punya dan dia langsung aja login pake username nya sesuai arahan saya juga, baru lanjut buat teks nya”

R : “Lalu apa yang beliau lakukan saat menggunakan instagram dalam belajar menulis teks deskriptif, pak?”

T : “Setau saya dia kan mau buat teks deskriptifnya dulu, dia buat kayak di buku dulu karena memang saya arahkan untuk betul-betul memperhatikan teksnya itu baru dibuat ke instagram masing-masing. Terus abis dia mempersiapkan di buku dia langsung cari foto tentang teksnya itu, baru dia buka aplikasi intagramnya dan menuliskan teks deskriptif yang dibuatnya di caption terus di upload dan ditag ke akun instagram saya sesuai dengan arahan saya”

R : “Oh gitu.. oke pak.. lalu pak, apa yang dia lakukan saat mempelajari materi tersebut?”

T : “Hmm... dia mendengarkan dulu apa yang saya jelaskan sama kayak siswa yang lainnya, nah kalo saya tidak salah ni kan saya ada tu kasih contoh tentang teks deskriptif ini kayak contoh sambung kalimat gitu tentang mana bagian identificationnya dan mana descriptionnya, dia ada jawab pertanyaan saya yang bagian identificationnya dan itu saya buat ke nilai kuisnya”

R : “oke pak.. saya lanjutkan ya pak. Terus apa yang beliau lakukan saat menggunakan media lain dalam mengoperasikan instagram?”

- T : “Maaf, ini media apa ya maksudnya?”
- R : “Gini pak, dalam proses pembelajaran ini kan media utamanya itu instagram kan pak, nah media lain dalam teks deskriptif ini ada kan pak?”
- T : “Oh iya ada, itulah dia pakek poto itu, kan poto itu yang menjadi acuan mereka untuk diupload ke instagram mereka masing-masing”
- R : “Nah itu maksud saya pak hehehe”
- T : “Em.. ya dia carilah poto atau gambar yang sesuai sama teks dia itu kan, nah poto itulah yang menjadi pedoman dia dalam menulis teks itu istilahnya harus nyambunglah baru teks dia baru nanti diuploadnya berbarengan dengan teks dia”
- R : “Lalu, apa yang beliau lakukan saat mengakhiri penggunaan instagram dalam menulis teks deskriptif?”
- T : “Kalo untuk itu, setelah dia upload di akun instagramnya dia tag poto itu ke akun instagram saya, ya di screenshot lah sebagai tanda dia udah ngerjain tugas itu baru dikirim ke grup kelas yang ada saya”
- R : “Oh gitu pak, oke terima kasih banyak ya pak atas waktunya”
- T : “Oke samasama”

WAWANCARA IV

Hari/Tanggal : **Senin, 28 September 2020**

Tempat : **Rumah**

Pewawancara : **Laisya Tanzila/Researcher (R)**

Informant : **Student 3/S(3)**

R : “Pagi dek, boleh kakak tanya-tanya sebentar?”

S(3) : “Pagi kak, boleh”

R : “Jadi kakak mau nanya-nanya tentang pembelajaran materi menulis teks deskriptif dengan aplikasi instagram itu dek”

S(3) : “Oh..iya kak boleh”

R : “Nah sebelumnya kakak udah nanya dengan S(1) kalau teman dekatnya itu siapa aja, terus dia nyebutin kamu salah satunya”

S(3) : “Iya kak terus?”

R : “Kakak mau tanya tentang belajar dia dek waktu belajar materi yang kakak bilang tadi”

S(3) : “Oh oke kak insha Allah bisa saya jawab ya kak hehe..”

R : “Oke dek kita mulai ya, pertama kakak mau tanya, apasih yang dia lakukan saat memulai menggunakan instagram untuk belajar menulis teks deskriptif?”

S(3) : “Pada saat memulai itu sebelumnya dia bergabung dulu di *Zoom Meeting*, menjawab salam terus guru memeriksa kehadiran lalu dia mendengar penjelasan guru, terus seingat saya kak, dia itu udah punya aplikasi instagram sih di hpnya, jadi kan kami disuruh sama sir harus download aplikasinya dulu terus daftar akun baru login. Dia juga udah punya akunnya kak, sebelumnya disiapkan dulu lah kuotanya kan kak diaktifkan datanya yaudah abis itu dia login pake akunnya karena kan itu dulu baru nanti nyiapin teksnya”

R : “sebelumnya apakah kamu tau mengapa dia bergabung ke kelas pembelajaran tersebut?”

S(3) : “setau saya karena dia pasti ingin menghadiri pertemuan pembelajaran pada saat itu yang materinya teks deskriptif, karena jika tidak, dia pasti absen kak”

R : “Nah lalu, apakah kamu tau apa yang dia lakukan saat menggunakan instagram dalam belajar menulis teks deskriptif?”

S(3) : “Kalo itu kak dia buat dulu teks deskriptifnya abis itu uda siap dia langsung cari foto yang sesuai sama teksnya barulah masuk ke instagram, itu masukkan foto sama tulis teks deskriptifnya kak di caption foto sesuai sama arahan sir kami, abis itu yauda tinggal klik post baru ditag ke akun sir”

R : “Lalu kamu tau apa yang dia lakukan saat mempelajari materi menulis teks deskriptif?”

S(3) : “Oh kalo itu, seingat saya setelah beberapa menit gitulah kak sir menjelaskan kan ada sir kasih kami contoh teksnya gitu kan kak untuk nentuin mana identification sama description teksnya, kalo gak salah dia ada jawab bagian itu pas sir tanya, saya rasa dia udah pahami disitu kak materinya”

R : “Oke..terus apa yang dia lakukan saat menggunakan media lain dalam mengoperasikan instagram?”

S(3) : “Kalo media yang digunakan selain instagram cuma foto itulah kak untuk jadi subjek teksnya kan, yauda dia cari fotonya dan disesuaikan sama teksnya kak”

R : “Terakhir, apakah kamu tahu apa yang dia lakukan saat mengakhiri penggunaan instagram dalam menulis teks deskriptif?”

S(3) : “Setahu saya, setelah dia dapat foto yang sesuai dengan teks deskriptifnya dia langsung tulis kan itu kak ke instagram yauda diupload di instagramnya abistu ngetag akun sir baru discreenshotnya kak abistu yaudah dikirim ke grup kelas kami, soalnya saya juga gitu kak hehe”

R : “oh gitu ya dek, oke deh makasih banyak ya atas waktunya udah mau kakak tanya-tanya”

S(3) : “Oke kak gapapa hehe”

WAWANCARA V

Hari/Tangga : Kamis, 1 Oktober 2020

Tempat : Rumah

Pewawancara : Laisya Tanzila/Researcher (R)

Informant : Student 4/S (4)

R : “Permisi dek, kakak boleh wawancara sebentar ga?”

S(4) : “Oh boleh kak”

R : “Kakak mau nanya tentang NH nih, kamu temen dekatnya kan? Kakak tau dari dia soalnya”

S(4) : “Oh iya kak bener”

R : “Kakak mau tanya soal dia di pembelajaran menulis teks deskriptif nih, kira-kira kamu tau ga apa yang dia lakukan pertama waktu mulai menggunakan instagram dalam belajar menulis teks deskriptif?”

S(4) : “Oh tau kak, pertama sih dia memulai itu kan sebelumnya bergabung dulu di *Zoom Meeting*, menjawab salam terus guru memeriksa kehadiran lalu dia mendengar penjelasan guru, baru dia buka aplikasi instagramnya karna dia udah punya aplikasi instagram di hpnya akun juga dia udah punya. Jadi dia langsung login pake usernamenya tapi sebelum itu dia udah aktifkan data seluler kak”

R : “Terus, kalo dalam menggunakan instagram waktu pembelajaran menulis teks deskriptif apa yang dia lakukan?”

S(4) : “Hmm.. dia buat teks deskriptif nya dulu abis itu langsung dia cari foto yang sesuai sama teks yang dibuatnya baru dia masukkan foto itu ke instagram dan teksnya itu dia tulis di caption foto karna sir kami juga suruh kek gitu kak selanjutnya di upload dan tag nama instagram sir”

R : “Nah sewaktu mempelajari materi tersebut, apa yang dia lakukan dek?”

S(4) : “Dia nulis beberapa penjelasan sir di buku abis itu waktu sir nanya tentang mana identification dan description dari teks itu kan kak, dia salah satu orang yang jawab “

R : “Terus apakah ada media lain yang dipake dan apa yang dia lakukan dalam mengoperasikan instagram?”

S(4) : “ Kalo media lain gada kak selain foto itu, nah kalo foto itulah yang digunakan untuk menjadi acuan dia buat teks deskriptifnya kak, karena foto yang dicari itu harus sesuai dengan teks deskriptifnya”

R : “Lalu dek, kamu tahu apa yang dia lakukan saat mengakhiri penggunaan instagram dalam menulis teks deskriptif?”

S(4) : “Kalo untuk mengakhiri, ya seperti yang saya bilang tadi kak setelah dia mengupload fotonya di instagram dia ngetag akun instagram sir dan ngescreenshotnya terus dikirim ke grup kelas kami kak”

R : “Oh gitu ya dek..oke terima kasih banyak ya dek”

S(4) : “Oke kak samasama”

Appendix IV

Name : Nanda Aulia

Class : X IA 1

Title of Descriptice Text : Borobudur Temple



1 like

nandaaauli Putra Borobudur Temple

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m2) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated stupa. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true.

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NANDA AULIA PUTRA

11/10/2020



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-11114/ITK/ITK.V.3/PP.00.9/09/2020

21 September 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMA Negeri 1 Tanjung Balai

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Laisya Tanzila
NIM	: 0304161007
Tempat/Tanggal Lahir	: Tanjungbalai, 20 April 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jalan Pematang Pasir Kelurahan Pematang Pasir Kecamatan Teluk Nibung

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMA Negeri 1 Tanjung Balai, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Process of Using Instagram in Learning Writing Descriptive Text.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 21 September 2020

a.n. DEKAN

Ketua Program Studi Pendidikan Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag,
M.Hum

NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



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KOTA TANJUNGBALAI

SURAT KETERANGAN

Nomor : 421.3 / 586 / SMAN.01 TB / 2020

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Tanjungbalai Kelurahan Karya Kecamatan Tanjungbalai Selatan Kota Tanjungbalai Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama : LAISYA TANZILA
NIM : 0304161007
Program Studi : S1 Pendidikan Bahasa Inggris UINSU Medan

diberikan izin dan benar telah melakukan riset di SMA Negeri 1 Tanjungbalai pada tanggal 24 September s.d 14 Oktober 2020 untuk penyelesaian skripsi dengan Judul : "The Process of Using Instagram in Learning Writing Descriptive Text".

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Tanjungbalai, 14 Oktober 2020

Kepala SMA Negeri 1 Tanjungbalai



DEDDI ANSHARI, S.Pd, M.Si
NIP.19730519 199903 1 004

Tembusan :

1. Kacabdis Tanjungbalai Dinas Pendidikan Prov. Sumut
2. Arsip